

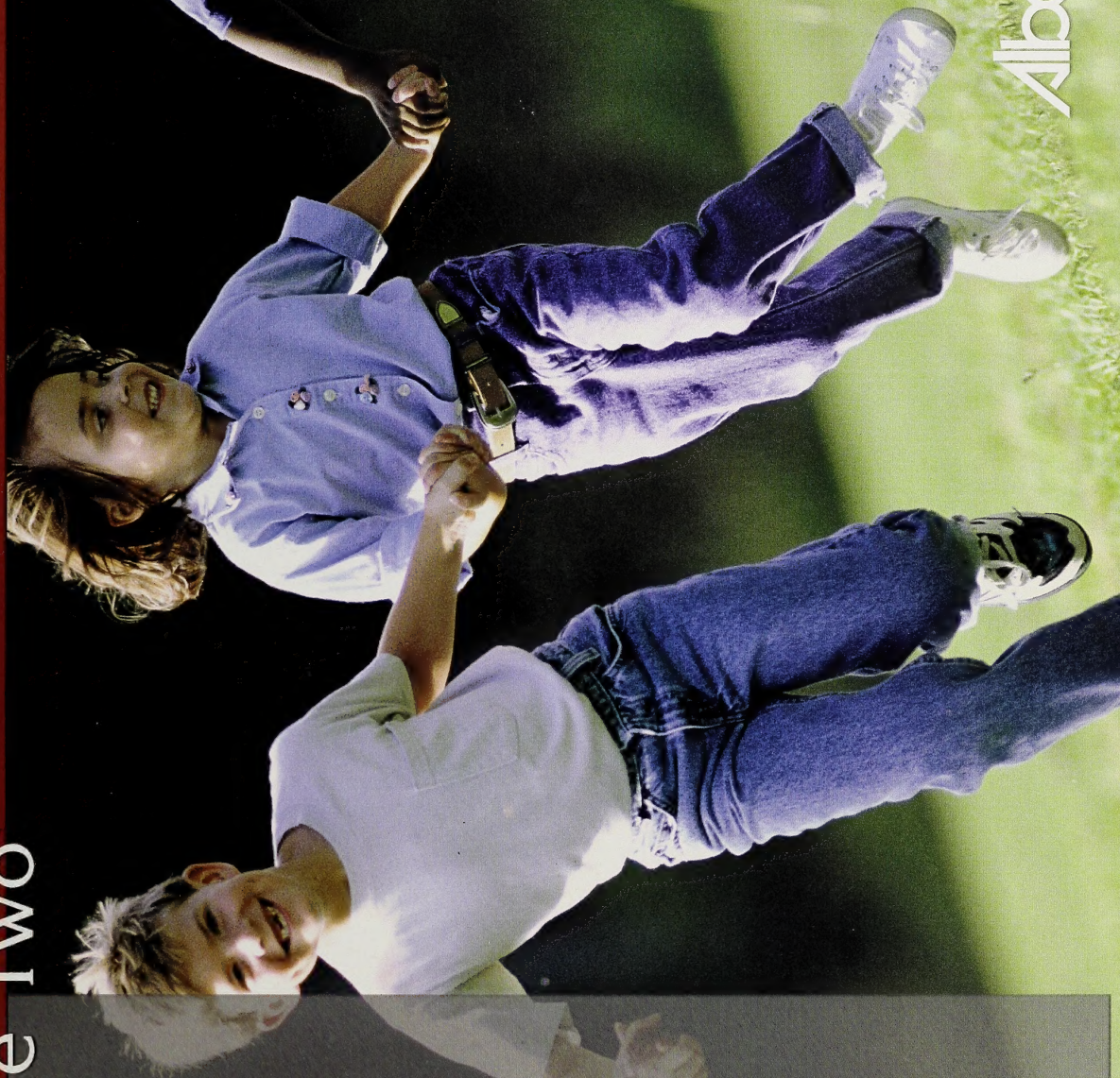


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Grade Two

Module 4A: Taking Care of Me

Thematic



Alberta
LEARNING

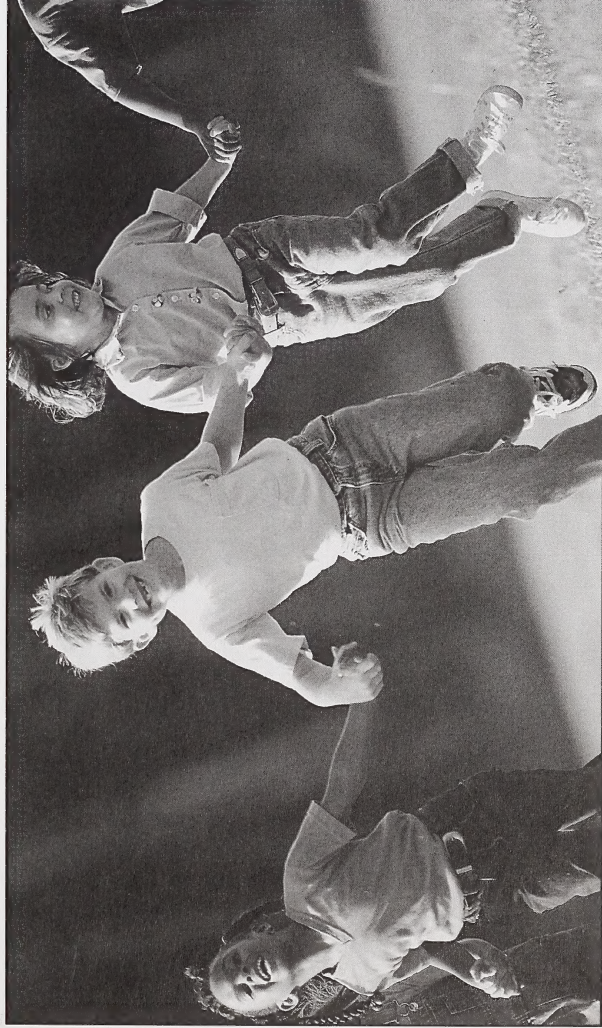


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**Grade Two Thematic
Module 4A: Day 1 to Day 9**

Taking Care of Me



Grade Two Thematic
Module 4A: Taking Care of Me
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2127-0

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

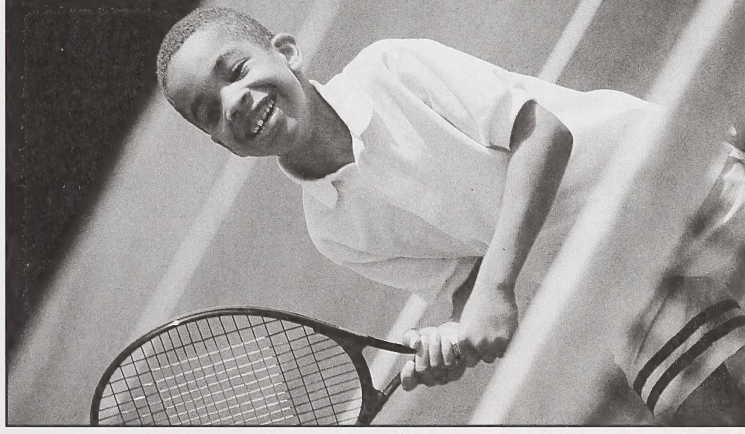
Read all the text to the student
as he or she follows along.

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Did you ever try to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



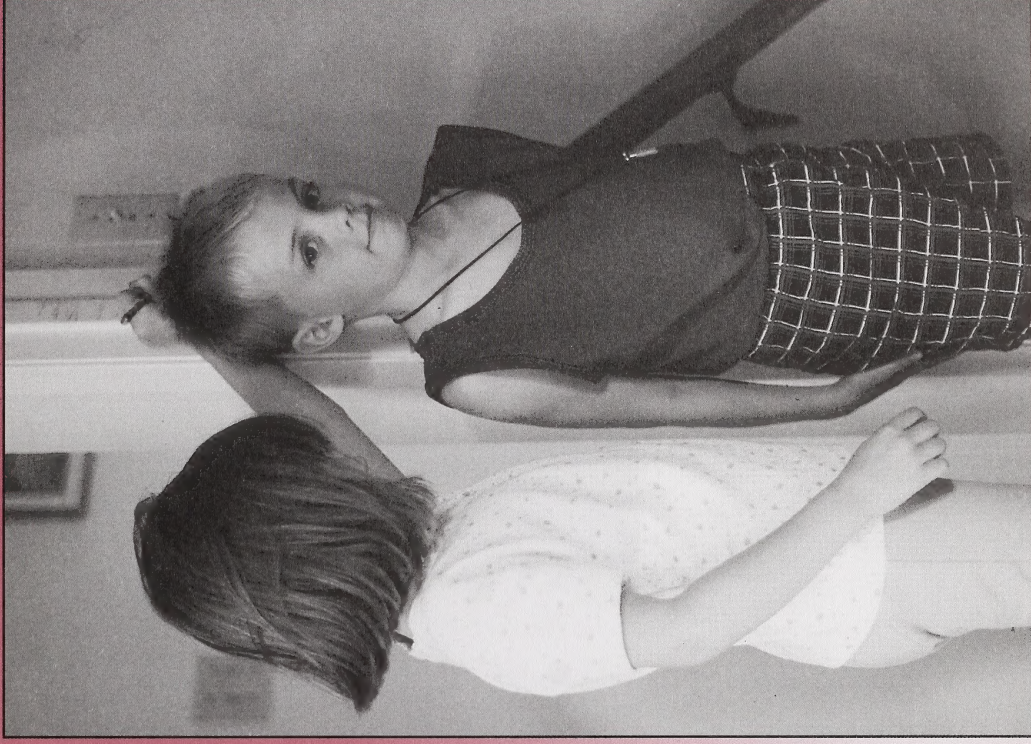
Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.



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Taking Care of Me



Everyone wants to be happy and healthy! In this module you will learn how you can take care of yourself, so you can be happy and healthy, too.

Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.

You will learn that animals also take care of themselves. You will read about amazing animals and find out how they stay healthy, too.

Get ready to begin Module 4!



Day 1: Bodies Change and Grow

Have you noticed that your body grows and changes as you get older? What about the people around you? Do you see changes in them, too?

You will learn how people and animals change as they grow.



Review the days of the week and the months of the year.

Calendar Time

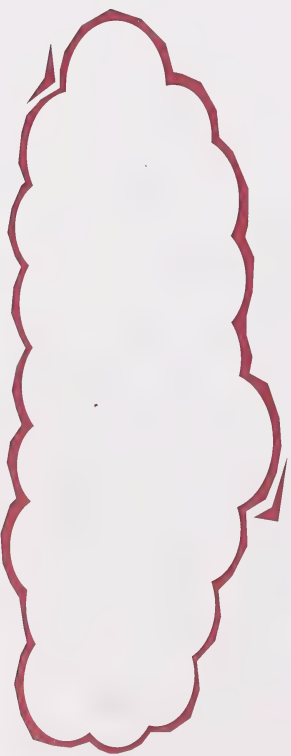
Say the days of the week aloud.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.



What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 4: Day 1.

Journal Time

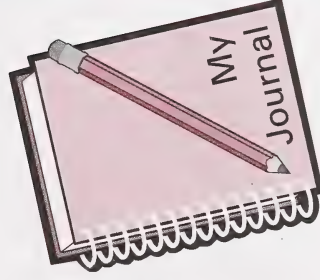


Take out your journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



Discuss the current weather with the student.

Refer to the Home Instructor's Guide for more information.

If the student is having trouble getting started, suggest the student write two or three sentences about an animal he or she would like to have as a pet and why.

Locate the song "Autumn to May" on the *Ideas That Sing!* Volume 1 CD. Play the song. As the student listens to the song, have him or her think of what images come to mind.

Music and Movement



Take out the *Ideas That Sing!* Volume 1 CD.

Close your eyes and listen to the song "Autumn to May."



What did you think of as you listened to the song?

Discuss the images the song brought to mind.



Have you ever imagined animals doing different things as they do in the song?

Circle **yes** or **no**.

If so, what were they?

Listen to the song again. This time count the number of animals you hear.

Move to the Music

Think of each animal in the song. Move to the rhythm of the music as you pretend to be each animal.



This time have the student name the animals mentioned. Print the animals on the chalkboard, whiteboard, or chart paper as the student lists them. They are dog, frog, swan, snail, bird, and butterfly.

Play the song one more time. This time have the student perform the actions in the song, such as a dog barking, singing, dancing, and running; a frog leaning on a cane, hopping, and sailing; a swan flying and sitting on a shell; a snail crawling; and a bird and butterfly flying.



Refer to the Home Instructor's Guide for information on this activity.

Brainstorm with the student everything he or she knows about rabbits. Print the ideas on chart paper. An example is given in the Home Instructor's Guide.

Rabbits

Some people keep rabbits for pets. Have you ever had a pet rabbit? Circle **Yes** or **No**.

If you have, then you know some things about rabbits. Even if you haven't, you might know something about them.

What do you know about rabbits?



Reading



Take out the book *Amazing Animals*.

Look at the cover of the book *Amazing Animals*.

Look through the book.

Do you think the book has a good title?

Circle **Yes** or **No**. Why or why not?

Turn to the Contents page.

What are some animals you will be reading about?

Look at the first selection on the Contents page. Read the title and look at the little picture. What do you think you will find out about rabbits?



Have the student look through the book to see if the stories fit the title. Have the student answer the questions orally.

Point out that the selection “Rabbits” is an article from a magazine. Information about rabbits could include how they grow, what they eat, and so on.

The article is taken from *Click* magazine and no author is given. Remind the student that a non-fiction article with many photographs is called a *photo essay*. The name of the photographer is not given either. Have the student answer orally.

Look at the photo on page 3 and then “walk” through the article using the pictures to guide the student to answer the questions orally. Do not read the text yet.

Who is the author of “Rabbits”?



Look at the picture of the tiny rabbit on page 3. Why do you think it doesn't have any fur? It can't hear or see, but it does have another sense. What do you think that could be?

Turn to pages 4 and 5. That's the baby's mother. What do you think she made the nest with? What kind of food would the baby rabbit eat?



Turn to pages 6 and 7. How has the baby changed? Why are the two babies huddling together? Why would their parents be standing nearby? What kind of danger could there be for a baby rabbit?

Turn to pages 8 and 9. What is the rabbit eating on page 8? What kind of food does a rabbit like? Why do you think carrots are good for a rabbit?

Read the article aloud with your home instructor. Then read it again to yourself.

What Did You Find Out?

What are some foods that a rabbit eats? How long does it take for a rabbit's fur to grow?

Why would the mother leave the baby alone in the nest? How many weeks in the life of a rabbit does the article talk about?

What new information did you learn? Did anything surprise you? What was it?

Discuss the article with the student. Have the student answer the questions orally.

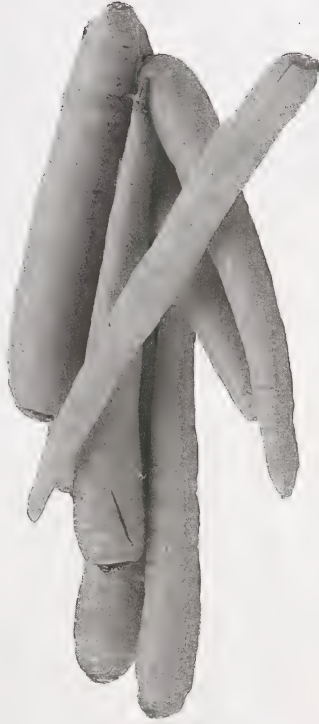
Hungry Rabbits

Find the page in the article “Rabbits” that tells you about the foods rabbits eat.



Take out a sheet of unlined paper.

Illustrate and label the foods a rabbit eats. Start by printing a title at the top of the page.



You will send your work to the teacher on Day 9.

Have the student determine that this information is given on page 8.

Refer to the Home Instructor's Guide for information about this activity.

New Words

These words are from the article "Rabbits." Read them to your home instructor.

born

drink

fur

grass

near

milk

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you spell and remember it. Say each of the words aloud. Listen to the letter sounds in each word.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the words to complete the following sentences.

1. When rabbits are _____, they don't have any _____.
2. Baby rabbits _____ their mother's _____.
3. The baby rabbit likes to play in the _____ its nest.

Listen to each word as the student says it. Correct the student if needed.

The answers are as follows:
born, fur; drink, milk; grass,
and **near.**

Have the student print the answers on the lines.

The answers are as follows:
born; **fir**, **for**, **far**; any three of
 the following: **fear**, **tear**, **dear**,
year (non-rhyming words may
 also be used, such as **bear** and
pear); **milk**.



Print the answers to the following on the lines.

What new word rhymes with **corn**?

Change the vowel in **fur** to make three new words.

Change the first consonant in **near** to make three
 new words. _____

What new word is something good to drink?

Replace the consonant blend at the beginning of **drink** with a single consonant to make a new word. Then make two more words in the same way.

Many animals like to eat this. _____



Take out six white index cards.

Print the six new words on white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the six new words in your dictionary.

Some examples of words could be **pink**, **sink**, **link**, **rink**, or **mink**.

The answer is **grass**.

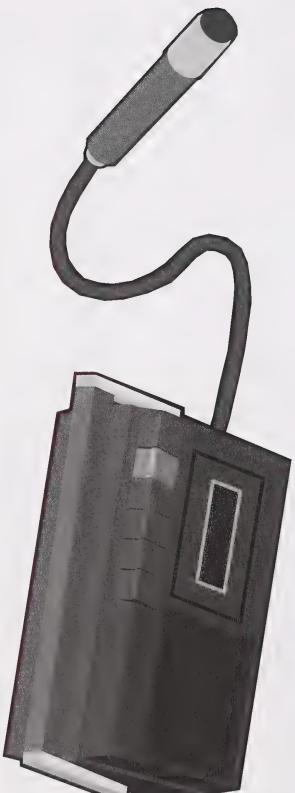
If there are any other words from the article "Rabbits" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Record the Article

Now you are going to record yourself reading the article “Rabbits” for your teacher. First practise reading it aloud until you feel ready.

Then record it.



Have fun!



You will send the recording to the teacher on Day 9.

Assist the student to advance the audiocassette to the blank portion of the tape. Remind the student to tell the teacher his or her name and the module and day number. Encourage the student to speak in a clear voice, with appropriate volume, at an understandable pace and with expression. After the recording, play it back and let the student decide whether to record the reading again. Refer to the Home Instructor's Guide for more information.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

Read the following words aloud.

mother fur warm born bird

Find and underline the **vowel** and the **r** that follows it in each word.



Both you and the student read silently for ten minutes.

The vowels followed with “r” are “er,” “ur,” “ar,” “or,” and “ir.”

The new words are burn, hard, cart, first, and sport.

Add an **r** to the vowels in the following words to make new words. The first one is done for you.

am _____ **arm** _____

bun _____

had _____

cat _____

fist _____

spot _____



Now use each one of the words in a sentence. Print the sentences on the following lines. The first one is done for you.

1. **I hurt my arm when I fell.**

2.

3.

4.

5.

6.

Now you will be reviewing words with **r-controlled vowels ar, or, ir, er, and ur**.



Do pages 131 and 132.

Human Growth



You read about baby rabbits in the article "Rabbits."

You read and saw in the pictures how baby rabbits grow up quickly to become adult rabbits.

Why do you think the baby rabbits grew so quickly?

Discuss how the rabbits grew big and strong. They drank their mother's milk, played and were active, and ate healthy food (seeds, grasses, roots, vegetables). By doing these things, the babies grew into healthy rabbits.

What are some things human babies can do to grow into healthy adults?



Take out the book *Amazing Animals*.

Turn to the article “Rabbits.” Look at the picture of the baby rabbit on page 3. Compare it to the pictures on pages 5, 6, and 9.



What changes did the rabbit’s body go through?

You can see the changes in the pictures.

Human beings also change as they grow. Can you think of ways a human body changes as it grows?

Circle **Yes** or **No**.

Have the student answer orally. Brainstorm ways humans grow into healthy adults. Examples are eating good food, exercising regularly, and being active. Print the ideas on the chalkboard, whiteboard, or chart paper.

Have the student answer orally. Talk about the changes the rabbit’s body went through as it grew. It went from small, hairless, deaf, and blind, to a larger, furry animal that could see, hear, and play.

Discuss the stages of human growth as follows: prenatal; infancy; childhood; adolescence; young adult, middle-aged adult, and senior citizen. Talk about the ways in which people grow and change. Define *adolescence* as the stage between childhood and adulthood (teenage years).

Look at each person in the picture. Discuss the features of his or her stage of growth and the changes that each body has made. Explain that the senior citizen has gone through all the other changes.

Refer to the Home Instructor's Guide for information.



Look at each person in the picture. How old do you think each person is? What are some features of his or her body at this stage of growth?

Now you are going to make a chart showing people in different stages of growth.



Take out poster-sized paper.

Look through old magazines, flyers, or catalogues to find pictures of people in different stages of growth.

Discuss stages of human development with the student and assist as necessary with the chart.



You will send your chart to the teacher on Day 9.

Looking Back

Today was your first day of the new module.

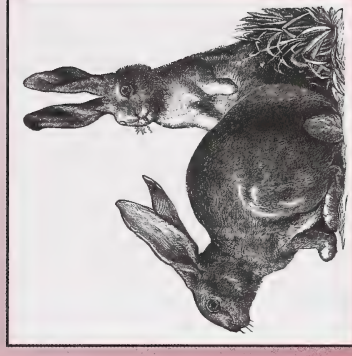
What part of the day did you like best? Why?

What part was the hardest? Why?

What part was the easiest? Why?

What did you learn that was interesting?

What do you think you will be learning in the days ahead?



Turn to Assignment Booklet 4A and complete Day 1: Learning Log. Have the student include his or her comments.

Refer to the Home Instructor's Guide for information on this activity.

What would you like to tell your teacher about today's lesson?

Story Time

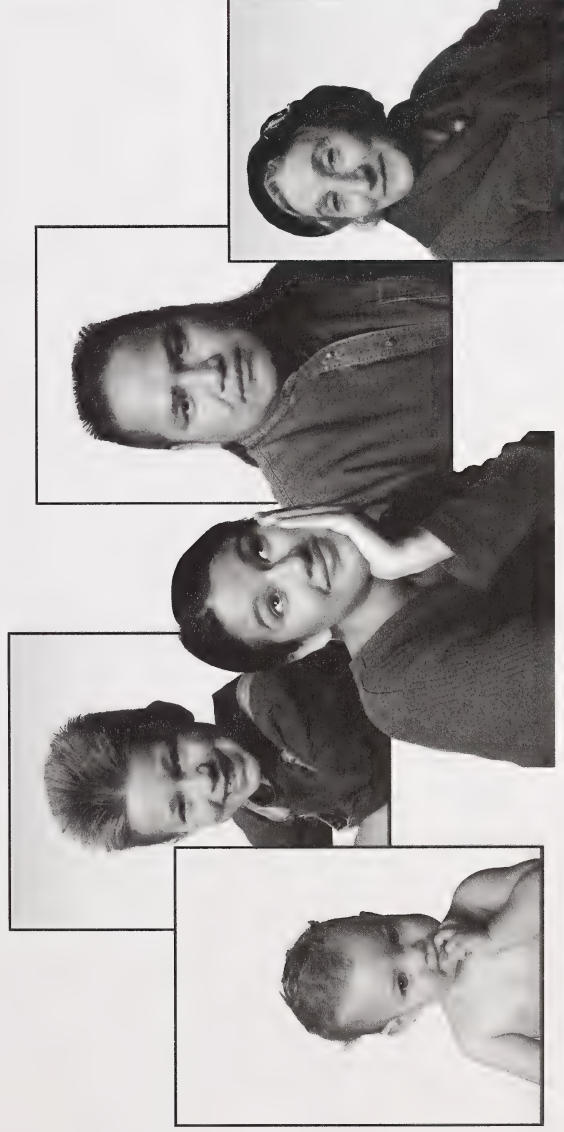
Find a favourite spot, relax, and enjoy the story!

Sharing Time

It's time to share some of the things you did today with a family member or friend. For example, you could choose one of the following:

- Read "Rabbits."
- Show your illustration of the foods that rabbits eat.
- Tell everything you learned about rabbits.

- Play “Autumn to May.” Move to the music together.
- Talk about the changes a human body goes through.
- Show the chart you made about human growth.



Day 2: See How They Grow

You're not the only one who is growing. Animals grow, too. Today you will make time lines that show how you and an animal grow.

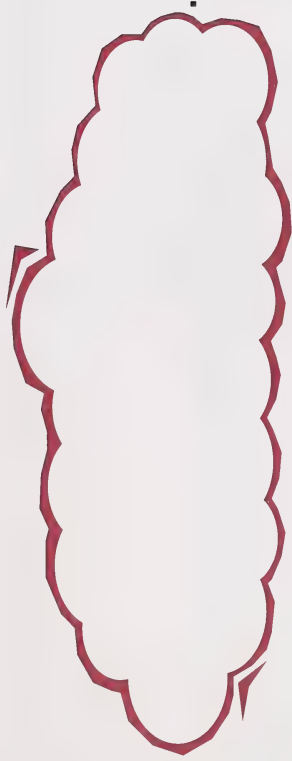
Your time line will show the changes you have gone through at each age.



Calendar Time

Look at your calendar. What is today's date?

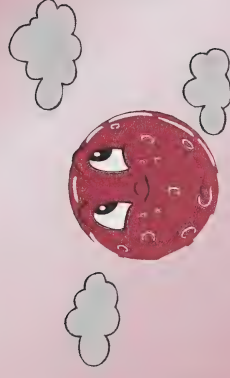
Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Discuss today's forecast with the student.

Discuss the current weather with the student.



Work on Module 4: Day 2.

Reading



Take out the book *Amazing Animals*.

Read the article “Rabbits” aloud. Try to read smoothly and with expression. Watch for punctuation!



Journal Time



Take out your journal and turn to the Reading Response section.

Think about the article “Rabbits.” Write two or three sentences about it.

Remember to print the day’s date at the top.

All About Rabbits



Take out a sheet of unlined paper.

What are some facts you know about rabbits? What are some other things you would like to know about rabbits?



The student may consider writing about the reason for liking or not liking the selection, what was learned, or a favourite picture and the reason for liking it.

Make a **K-W-L** chart (What I Know, What I Want to Know, What I Learned). See the Home Instructor’s Guide for an example. With the student review facts about rabbits. Print what the student already knows about rabbits in the first column. With the student develop questions about other things he or she would like to know about rabbits. Use question words, such as *why*, *how*, *when*, *where*, and *what*. List these in the second column.

Refer to the Home Instructor’s Guide for more information.



Have the student decide on a method of research and find the information for a detailed answer for one question.

Ensure the student records all the information in point form on the chart.

Your home instructor printed your questions on a chart. How can you find the answers to your questions? Discuss with your home instructor what resources you could use to find more information about rabbits.

Choose one question from the chart that you would like to research. Find all the information you can for that question. Make notes of the information you find.

When you have gathered all your information, read it to your home instructor and add it to your chart in the **What I Learned** column.



You will send your chart to the teacher on Day 9.


Recording Information

You recorded everything you know, want to know, and learned about one question you had about rabbits on a chart.




Katie and Sankeerth recorded everything about rabbits in a different way. Look at the inside back cover of your book, *Amazing Animals* to see how they did it.

Can you follow their path of ideas?

Circle  **Yes** or  **No**.

Read “Katie and Sankeerth’s Writing” on the inside back cover of *Amazing Animals*. As you read the web, have the student follow along the path of ideas with a finger. Talk about the topic, main ideas or headings, and supporting details of the web.

Are there new things you found out about rabbits in Katie and Sankceerth's web? Circle  **Yes** or  **No**.

If so, what are they?



Complete Day 2: Assignment 1 in your Assignment Booklet.

Break for lunch.



Silent Reading

Both you and the student read silently for ten minutes.

Enjoy your reading time.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Refer to the Home Instructor's Guide for information on the high-frequency words.

Fun with Phonics

Read these groups of words aloud. Listen for the sounds that are repeated in each group.

the furry turkey the short horn the third bird

the far car the other hammer

Add **ur**, **or**, **ir**, **ar**, or **er** to complete the following words.

I love eating c____n with butt____.

My p____se is in the c____.

The b____ds in the cage ch____ped all night.

Now you will be reviewing more words with **ar**, **or**, **ir**, **er**, and **ur**.

The repeated vowel sounds in each group are “ur,” “or,” “ir,” “ar,” and “er.”

The answers are as follows:
corn, butter; purse, car; birds, chirped.

Refer to the Home Instructor's Guide for information.



Do pages 133, 134, 137, and 138.

Then make the fold-up book on pages 135 and 136.

Time Lines

Read this poem by Sonja Dunn aloud.

Crackers and crumbs,
Crackers and crumbs.
These are my fingers.
These are my thumbs.
These are my eyes.
These are my ears.
They'll all grow big,
in the next ten years.



The poem is about a child who is looking at himself or herself. The child realizes that he or she will grow and change as he or she gets older.

What is the poem about? Do you ever think like that?
Circle **Yes** or **No**.

¹ Sonja Dunn, "Crackers and Crumbs," in *All Together Now—200 of Sonja Dunn's Best Chants* (Markham: Pembroke Publishers, 1999). Reproduced by permission.



Have you ever noticed that some people who are the same age look different from each other?

Circle **Yes** or **No**.

You and the people who are the same age as you are growing and changing all the time. However, some children grow faster than others. Why do you think that happens?

Discuss how rates of growth and development vary. Boys the same age and girls the same age come in all different shapes and sizes. Brainstorm reasons, such as heredity, environment (access to safe water and nutritious food), and health conditions (illnesses and childhood diseases), that may affect growth.

Discuss changes, such as clothing and shoes that have become too small. The student is taller, is too big to be picked up, and so on.

Discuss the student's feeling about growing and changing.

Discuss individual differences between people his or her age.

Talk about the activities and skills the student could not do years before but can now and what things he or she will be able to do in the future.

What are some things that tell you that you have grown over the years?

How does it make you feel when you can't wear your old clothes anymore?

Are some of your friends smaller or bigger than you are?

Circle **Yes** or **No**. How does that make you feel?

What are some things you can do now that you couldn't when you were little? What are some things you think you will be able to do in ten years' time?



Everyone and everything grows and changes.



Take out the book *Amazing Animals*.

In the article “Rabbits,” you read how a baby animal changes and grows.

Look at the following time line. This time line shows the ages of the rabbits in the selection.

A **time line** is a line that stands for a period of time with events or dates marked on it in order.



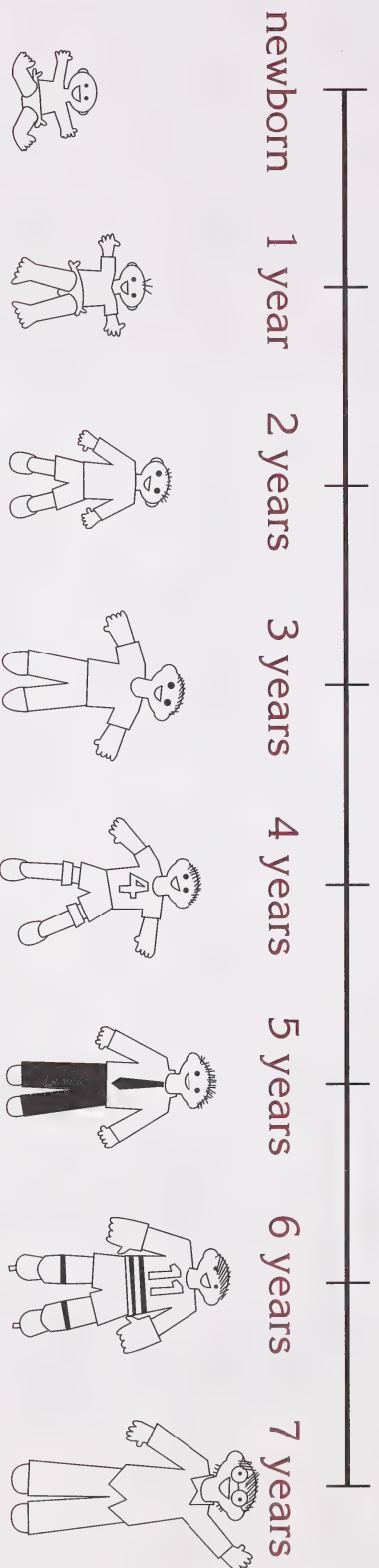
Do you remember how the rabbits looked at each of these ages?

Circle **yes** or **no**. Sketch a rabbit below one of the ages and tell your home instructor how it looked.

A Time Line of My Life

You will now make a time line of your own life! Here is an example.

My Time Line



Take out a sheet of unlined paper.

Cut the paper in half lengthwise. Join the pieces with glue or tape to make a strip.

At the top draw a line. Along the line print your ages from newborn to the age you are now.

Draw a picture of yourself below each year of your life. Show your friends and family your time line.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Looking Back

What was something you learned today that you found very interesting?

Did you enjoy doing research on rabbits?

Circle **Yes** or **No**. Why or why not?

Have the student make markers on a line and print large numbers below them to represent his or her age from newborn to 7 (or his or her current age). Guide the student in printing the ages in sequence and at equal intervals. Have the student draw himself or herself for each of the stages. Find a wall in the classroom where you can put up the student's time line.

Refer to the Home Instructor's Guide for information.

Turn to Assignment Booklet 4A and complete Day 2: Learning Log. Have the student include his or her comments.

What changes has your body gone through since you were a baby?

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share. For example, you could choose one of the following:

- Read "Rabbits."
- Talk about the information you learned about rabbits.
- Show your time line.
- Discuss changes of your body in seven years.

Day 3: Taking Care of Teeth



You're going to read more interesting things about rabbits. You will read about a rabbit's teeth and how they're so very different from yours!

You will also learn how to care for a rabbit.

And, you will learn about your own teeth and how to care for them.

Review the days of the week and the months of the year.

Calendar Time

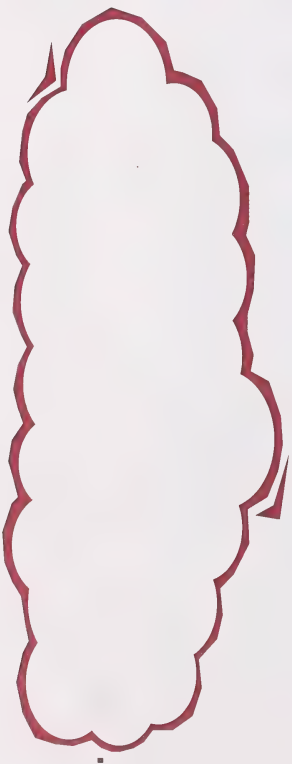
Say the days of the week aloud.

Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 4: Day 3.

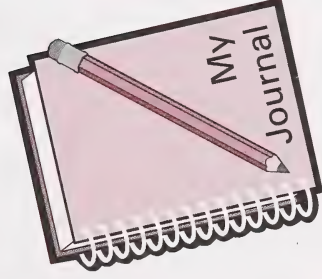
Journal Time



Take out your journal and turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about.

Then write several sentences in your journal.



Discuss the current weather with the student.

Suggest the student might write thoughts about having a rabbit as a pet.

Locate the song "Autumn to May" in the *Ideas That Sing!* Volume 1 CD. Play it once for the student to listen to.

With the student, read the words to the song aloud. Lead the student in acting out the parts.

Music and Movement



Take out your *Ideas That Sing!* Volume 1 CD.

Listen and act out the parts of the animals in the song "Autumn to May." Here are the words.

Autumn to May

Oh once I had a little dog,
 Its colour it was brown,
 I taught him how to whistle,
 To sing, dance, and run.
 His legs they were fourteen
 yards long,
 His ears so very wide.
 Around the world in half a day
 Upon him I could ride.

SING TARRY OH DAY,
 SING, AUTUMN TO MAY.

Oh once I had a little frog,
 He wore a vest of red.
 He leaned upon a silver cane,
 A top hat on his head.
 He'd speak of far off places,
 Of things to see and do,
 All the kings and queens he'd met
 While sailing in a shoe.

SING TARRY OH DAY,
 SING, AUTUMN TO MAY.



Oh once I had a downy swan,
 She was so very frail.
 She sat upon an oyster shell,
 And hatched me out a snail.
 The snail it changed into a bird,
 The bird to butterfly,
 And he who tells a bigger tale
 Would have to tell a lie.

SING TARRY OH DAY,
 SING, AUTUMN TO MAY.



¹ Jerry Brodey, "Autumn to May," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1988), 6. Reproduced by permission.

Have the student warm up his or her voice by making a sliding sound that moves from a low pitch to a high pitch and back to a low pitch again. Do this several times, reminding the student not to yell.

Play the song. Follow the text and sing along with the student.

Allow the student to both sing and do the actions at the same time.

With the student, “walk” through the pictures. Discuss any new information the student learns about rabbits from the pictures.



Before you sing the song, warm up your voice.



Now sing along with the recording.

Can you sing and act out the song at the same time?
Try it.

Reading

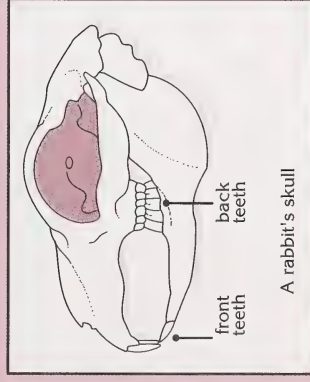
Look at the pictures in the following article called “Rabbits.” Then read the questions after the article.

Rabbits

Rabbits are fascinating animals. Wild rabbits are found in most countries of the world. Pet rabbits make soft, cuddly friends.

All rabbits have certain things in common. These are the ears, the teeth, the type of tail, the way they digest their food, the legs and feet, and the way they move.

Rabbit ears are designed to catch sound. They are slim and usually long. They can be made to stand up, lay back, or turn toward sounds.



Rabbits have front and back teeth. The front teeth are used for biting and are special. They are always growing. Rabbits must gnaw on trees or logs to keep their front teeth the right length. The back teeth are used for chewing.

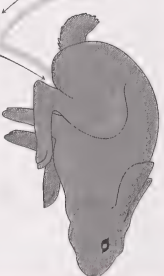
continued . . .

The tail is short and turned up to show the underside. The underside in wild rabbits is usually white and used to signal other rabbits.

All rabbits are **herbivores**. That means they eat only plants.

The front legs are short and strong and used for digging. The back legs and feet are longer and are very strong. Both front and back feet have sharp claws. When rabbits move slowly, they make a hopping movement.

Rabbits can move very fast when they run. Over a short distance, a rabbit can run up to 40 kilometres an hour. When a rabbit runs it brings its back legs forward of the front legs. A rabbit uses its speed and the way it “zigzags” to confuse and outrun its enemies.



The V-shaped track shows rabbits run with their back legs forward of the front legs.

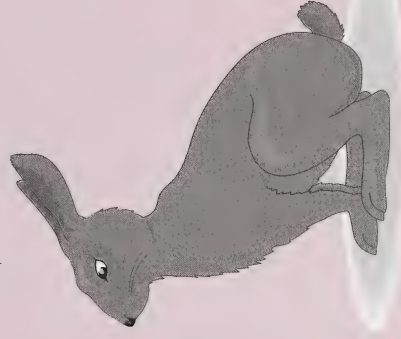


continued . . .

Rabbits use sounds, scents, touch, and body movement to “talk” or communicate with each other. When a rabbit is happy, it may grind its teeth and stretch out. If it is angry, it may growl and then bite. Rabbits often touch noses when they meet before deciding whether to be friends or not. If a rabbit stands on its hind legs with its ears up, it means it wants to see something. If a rabbit is sitting back tensely with its ears flat back, it may be ready to defend itself with its front claws.

Wild Rabbits

Some wild rabbits live in groups called **colonies**. They dig burrows where they spend most of the day. They will come out at dusk to feed when it is more difficult for their enemies to see them. Rabbits are hunted by coyotes, foxes, weasels, bobcats, lynxes, hawks, eagles, and people.

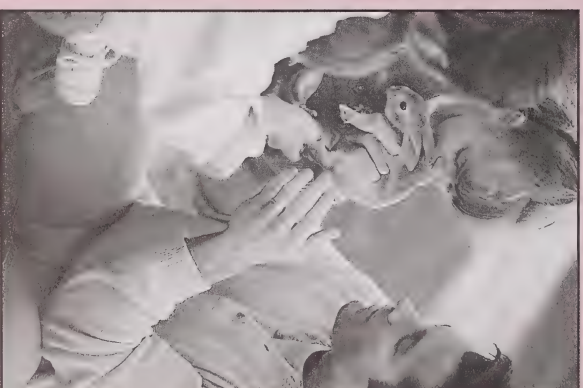


continued . . .

In the colony each rabbit has a ranking. One **doe** or female rabbit is the “top rabbit.” She lives in the middle of the group’s territory with a male rabbit partner called a **buck**. Rabbits mark their territory with scent from their chins and droppings along clearly visible pathways.

Pet Rabbits

There are many kinds of pet rabbits. Some have short hair and others have long, soft, furry hair. Some have long ears that stand up and others have floppy ears that hang down. No matter what size or shape they are, rabbits need the same kind of care.



continued . . .

Shelter

Pet rabbits need a hutch for shelter on rainy and windy days, for warmth on cold days, and for shade on hot, sunny days.

Food and Water

Every day pet rabbits should get some hay, dry food, and fresh vegetables. You should also feed them whole grain bread rather than white bread. Rabbits also like grasses, clover, dandelion, and herbs, such as parsley or mint. The dry food can be bought ready-made at pet stores. Water should always be available. It is important that rabbits have a piece of log to gnaw on to keep their teeth the right length.



Review that an article that is true means it is a non-fiction article.

Read each page aloud as the student follows along. As you read the text, focus the student's attention on the pictured information. When you talk about the information, encourage the student to use the vocabulary in the text.

Have the student answer the questions orally after you read the text.

What new things did you find out about rabbits just by looking at the pictures?

Do you think the information in this article is true?

Circle  **Yes** or  **No**. Why or why not?

The information in the article is true. It contains facts about rabbits.

Is this a fiction or non-fiction text?

If you said **non-fiction**, you were right!

Follow along as your home instructor reads "Rabbits" to you.

What is the difference between wild rabbits and pet rabbits?

Why do rabbits like to gnaw on logs?

Is there a part that you found especially interesting?
Circle **Yes** or **No**. If so, read that part aloud.

Where would you look in the article if you wanted to find general information about rabbits?

Where would you look to find out about wild rabbits?

Where would you look to learn more about pet rabbits?

Which sentence tells you how fast a rabbit can run?
Read the sentence aloud to your home instructor.

Read "Rabbits" to yourself.



Discuss with the student how headings are used in an article to organize information.

New Words

These words are from the selection “Rabbits.” Read them to your home instructor.

food

front

grow

move

feed

Remember, if you have a hard time saying a word, look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help.

Saying a word correctly helps you spell it correctly and remember it. Say each of the words aloud. Listen to the letter sounds in each word.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the words to complete the following sentences.

1. Do you know what to _____ a rabbit?
2. Rabbits have two special _____ teeth.
3. A baby rabbit needs to eat lots of _____ so it can _____.
4. A rabbit can _____ very quickly.

Listen to each word as the student says it aloud. Correct the student if needed.

The answers are feed; front; food, grow; move.



Examples of words are *blow*,
glow, *flow*, *slow*, and *show*.

The answers are feed, food,
front, and move.



Print the answers to the following on the lines.

Change the consonant blend in **grow** with different
consonant blends to make two new words.

Change the middle vowels in **food** to make a new
word.

You need this to stay alive. _____

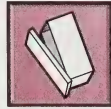
What is the opposite of **back**? _____

You can do this to stay warm in the winter.



Take out five white index cards.

Print the five new words on the white index cards.
Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



Enrichment (optional)

You may have time to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

If there are any other words from the article “Rabbits” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Refer to the Home Instructor’s Guide for information about this activity.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for information on this activity.

Talk about contractions and how they are formed. Explain that the meaning remains the same when two words are contracted.

Spelling

It's time for a spelling test.



Turn to Day 3 in your Assignment Booklet.

Fun with Phonics

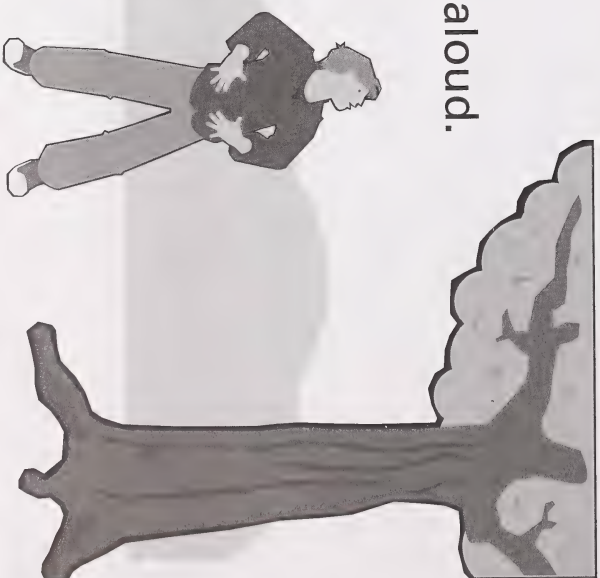
Read these two sentences aloud.

He will climb the tree.
He'll climb the tree.

Do the two sentences

mean the same thing?

Circle  **Yes** or  **No**.



Yes, they do. In the second sentence **he** and **will** have been put together.

What letters were taken out of **will**? _____

What were they replaced with? _____

The letters **w** and **i** were taken out. They were replaced with an **apostrophe** (').

An apostrophe (') is a punctuation mark used to show that letters have been left out.



When two words are put together like this, it's called a **contraction**.

Read these two sentences aloud.

Sandy is not home.

Sandy isn't home.

Do the two sentences mean the same thing?

Circle  **Yes** or  **No**.

Have the student print the answers on the lines.

Discuss that an *apostrophe* is a punctuation mark used to show the omission of one or more letters.

Discuss that a *contraction* is a shortened form of two words formed by leaving out one or more letters.

Use the same procedure to help the student conclude that *isn't* is a contraction made from *is* and *not*.

Have the student print the answers on the lines.

Yes, they do. In the second sentence **is** and **not** have been put together.

What letter was taken out of **not**? _____

What was it replaced with? _____

If you said the letter **o** was taken out and replaced with an ' or an **apostrophe**, you were right!

Read these contractions aloud.

you'll couldn't I'll

can't weren't aren't

Can you find the two words that make each contraction?

The two words that make each contraction are *you*, *will*; *could*, *not*; *I*, *will*; *can*, *not*; *were*, *not*; *are*, *not*.

How well do you know contractions with **will** and **not**?



Do pages 141 and 142.

Taking Care of Teeth

Read this poem aloud.

Brian lost his front teeth,
In the strangest way,
He was eating ice cream,
After school one day.
He bit down on a walnut,
And then let out a roar.
“Hey, Mommy, check this hole out
that wasn’t there before!”



Refer to the Home Instructor’s Guide for information about this activity.

Talk about the student’s experiences with losing teeth and compare them with the boy’s experience in the poem.

¹ Sonja Dunn “Loose Teeth,” in *All Together Now—200 of Sonja Dunn’s Best Chants* (Markham: Pembroke Publishers, 1999). Reproduced by permission.

Have the student answer the questions orally.

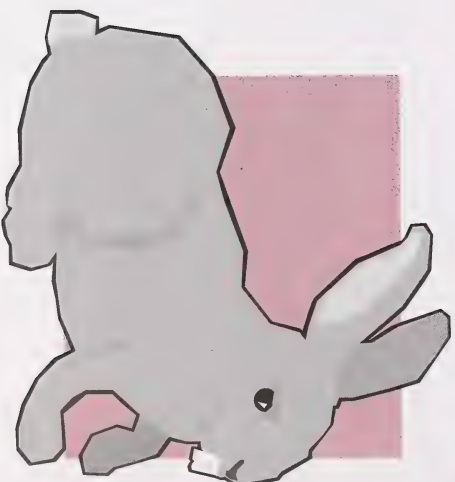
Rabbits gnaw on logs or trees to keep their teeth the right length.

Look back at the article called "Rabbits." Can you find the information about rabbits' teeth?

Read the text about rabbits' teeth aloud.

Why do rabbits gnaw on logs or trees?

A rabbit's front teeth are always growing. Are your front teeth always growing? Circle **Yes** or **No**.



Look at your teeth in a mirror. Some of them are **baby teeth** or first teeth. You may have some of these teeth loose or missing. Some of your teeth may be **permanent**. That means they're in your mouth for good.



There are 28 permanent teeth. Count your teeth. How many do you have? At about age 20, four more teeth usually grow in at the back to make a total of 32 teeth. How many more of your teeth need to grow in for you to have all 32 teeth?

Give the student a hand-held mirror or take him or her to a mirror. Explain that *permanent* means something that lasts for a long time. Have the student look up the word *permanent* in the dictionary.

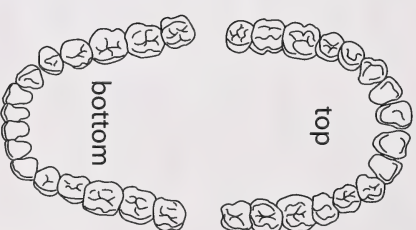
Ensure the student washes his or her hands before beginning to look at and count teeth.

Have the student write a number sentence to figure out how many more teeth he or she will get.

Remove the diagram “My Teeth” from the Appendix. Assist your student with counting and matching his or her teeth to those in the diagram.

Refer to the Home Instructor’s Guide for information.

Look at the diagram from the Appendix showing a complete set of top and bottom teeth like the one shown here. Look closely at your teeth, and then colour the diagram from the Appendix to show the teeth you have.



Colour your baby teeth red and any permanent teeth you have blue. Colour any places where you have missing teeth purple.



You will send this page to your teacher on Day 9.

Your permanent teeth are strong but they do not grow. They will stay in your mouth all your life if you look after them.

Discuss how teeth can be lost through accident or decay. If the student has had an injury to a tooth or knows of someone who has, have him or her talk about it.

However, there are two ways you can lose your permanent teeth. Do you know what they are?

Circle **Yes** or **No**.

Have you ever chipped or broken a

tooth? Circle **Yes** or **No**.

Do you know anyone who has?

Circle **Yes** or **No**.

Some people have missing permanent teeth because their teeth got knocked out accidentally. How do you think this hockey player lost his tooth?



Some people lose teeth because their teeth **decay**. Why would teeth start to decay?

When you eat sweet and sticky foods, you can damage your teeth. The sweet foods work with the **plaque** on your teeth. That's when you get cavities.

Can you find decay and plaque in the dictionary?

Have the student look up the words *decay* and *plaque* in the dictionary. Discuss poor nutrition and disease as reasons that teeth decay or weaken. Tell the student that *plaque* is a deposit on teeth where bacteria grow. This bacteria in turn causes teeth to decay, which means to rot or decompose.

Explain how sweet foods work with plaque to damage teeth causing decay and cavities.

Discuss how the cleaning action of raw, crunchy vegetables and fruits help to remove plaque from teeth.

Animals generally don't eat sweets, and rabbits eat mainly raw vegetables and plants.

Plaque is the sticky film on your teeth. Plaque acts like a magnet for bacteria and sugar. Like ants at a picnic, bacteria go crazy over the sugar in the plaque, breaking it down into acids that eat away at the tooth to cause holes or cavities.

Some foods, like raw vegetables and fruits, help remove plaque from your teeth.

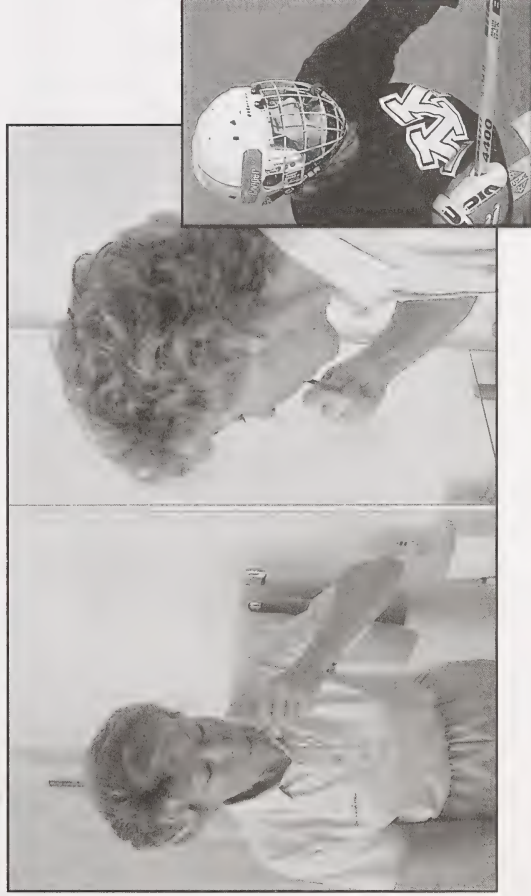


Why don't rabbits and other animals get cavities and decaying teeth?

You know that you can take care of your teeth by eating raw vegetables and by not eating too many sweet and sticky foods.

There are other things you can do to take care of your teeth. Can you think of some?

Circle **Yes** or **No**.



Discuss other ways of caring for teeth, such as daily brushing and flossing, wearing mouth guards to prevent tooth injury during sports like hockey and football, and getting braces to align teeth for proper chewing.



Complete Day 3: Assignment 2 in your Assignment Booklet.

Looking Back

What new things did you learn about rabbits today?

How do you keep your teeth healthy?

What is your favourite fruit?

What is your favourite vegetable?

Story Time

Your home instructor will now read to you. Relax and enjoy the story!



Turn to Assignment Booklet 4A and complete Day 3: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you might choose one of the following:

- Sing “Autumn to May.” Ask others to join you.
- Read “Rabbits” or a selection you are reading during Silent Reading.
- Tell what you learned about teeth and how to care for them.
- Show the picture of your teeth that you coloured.



Day 4: Food for Thought

There are many ways we take care of ourselves. Eating healthy food is one way to do that.

Today, you're going to learn what kinds of foods are healthy.

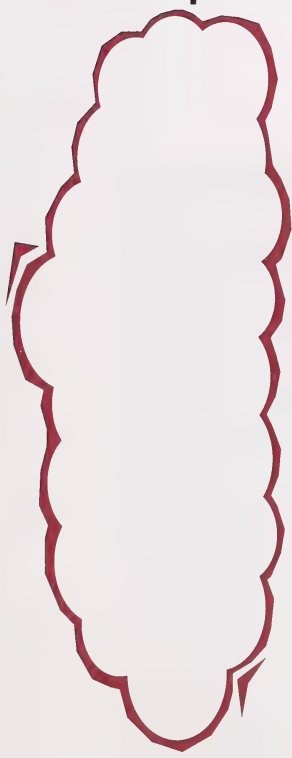
You will also read about the best way to care for and feed an animal, so it will be healthy, too.



Calendar Time

Look at your calendar. What is today's date?

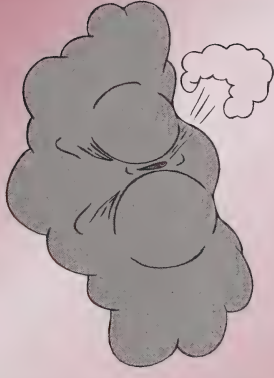
Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Discuss today's forecast with the student.

Discuss the current weather with the student.

Have the student print the answer in a complete sentence on the lines.

Have the student recall times he or she had to be taken care of. Why? What was done for him or her? How did it feel?



Is it colder or warmer today than it was yesterday?



Work on Module 4: Day 4.

Take Care



Was there ever a time that someone had to take care of you? Circle **Yes** or **No**. How did it feel?

Have you ever taken care of a person or an animal?
Circle **yes** or **no**. What did you do?



Take out the book *Amazing Animals*.

Turn to the Contents page. What page is the story
“The Tiny Patient” on? What kind of story is it?

Turn to page 10. Read the title aloud. What does **tiny**
mean? What does **patient** mean? Who do you think
the tiny patient might be?

Who is the author and illustrator of “The Tiny Patient”?

Look at the illustration on page 10. Describe the bird in
the picture. What kind could it be?

Read page 10 to find the kind of bird it is.

Have the student share times he
or she took care of a person or
animal.

Have the student answer the
questions orally. The story is on
page 10. It's described as a
picture book story.

Discuss *tiny* as meaning very
small. A *patient* is generally a
person who is being treated by
a doctor or dentist, etc.

Have the student print the
answer on the line.

The author and illustrator is
Judy Pedersen.

Have the student answer the
questions orally.

Who are the other characters in the story?
What sound told them there was a bird in the leaves?

Read page 11.

Why would the grandmother and the girl “inch” their way to the bird? Why would the sparrow be “quivering”? How do you think the sparrow was feeling? Find the word in the text that tells how the bird was holding her wing.

Look at the illustrations on pages 12 to 14.

What do you think the characters will do with the bird? What could they feed it? Where could they care for it? What could they use for a nest? Read the text on these pages to find the answers.



Turn to pages 15 and 16.

Why would the characters want to put the patient near the window? How long do you think they will care for the sparrow? What could happen after they have the bird for awhile? Read to check your ideas. Then, read the whole story to yourself.

Talk About the Story

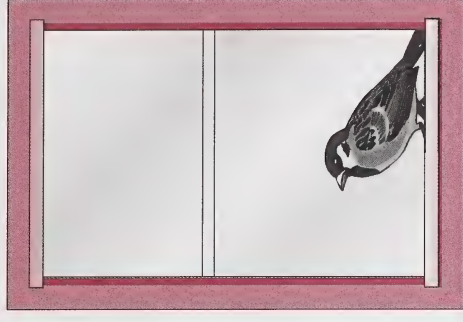
What were some of the feelings you had as you read the story? Why did you feel that way?

What kind of people were the grandmother and the girl? How could you tell? What do you think might have happened to the sparrow if they hadn't helped it?

Is there something else they could have done to help the sparrow?

Circle **yes** or **no**. If so, what?

Do you think this is a true story? Why or why not?



Encourage the student to think about the feelings he or she experienced as you read through the text together.

Other suggestions for the student to write about are as follows: a similar experience; feelings about the characters; parts that were surprising; favourite words, phrases, or illustrations.

Remind your student to print the day's date at the top if he or she has forgotten.

Journal Time



Take out your journal and turn to the Reading Response section.

Write a few sentences about your thoughts and feelings as you read the story "The Tiny Patient."

New Words

These words are from the selection "The Tiny Patient." Read these words to your home instructor.

became

closer

kitchen

window

grandmother

Remember, if you have a hard time saying a word, you can look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you spell it correctly and remember it. Say each of the words aloud again. Listen to the letter sounds in each word.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the words to complete the following sentences.

1. The _____ and the little girl inched _____ to the little sparrow.

Listen to each word as the student says it aloud. Correct the student if needed.

The answers are as follows:
grandmother and closer.

The answers are as follows:
window, kitchen; became.

Have the student print the answers on the lines. The answers are grandmother, kitchen, and closer.

Remind the student to look back at the new words for a clue.

The three little words are in, win, and wind or do.



2. Lots of sunshine comes through the

_____ in our warm _____

3. The bun _____ breadcrumbs.

Print the answers to the following on the lines.

This person is your mother or father's mother.

Unscramble these letters—**c e i h t n k**—to make a word. _____

The opposite of **farther** is _____.

Find three little words in **window**. _____

Find three little words in **became**. _____

The three little words are **be**,
came, and **me**.



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



Complete Day 4: Assignment 3 in your Assignment Booklet.

If there are any other words from the story "The Tiny Patient" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Break for lunch.



Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for information on the high-frequency words.

Remind the student that a contraction is made by putting two words together, dropping one or more letters, and adding an apostrophe.



Silent Reading



Enjoy your reading time.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Fun with Phonics

Do you remember what a contraction is?

Circle  **Yes** or  **No**. What is it?

For example, you can make a contraction with the word **is**.

He is becomes **he's**.

What letter was dropped to make **he's** from **he is**?
What was added?

Read these sentences aloud. On the lines print the contraction for the underlined words.

She is waiting for her father. _____

He is coming now. _____

That is her father! _____

You can also make a contraction with the word **have**.

We have becomes **we've**.

What letters were dropped to make **we've** from **we have**? What was added?

Discuss that the letter "i" is dropped and an apostrophe is added.

The contractions are **she's**, **he's**, and **that's**.

Discuss that the letters "ha" are dropped and an apostrophe is added.

The contractions are you've, it's, they've, he's, and I've.

Read the following sentences aloud. Print the contraction for the underlined words.

You have found my pencil! _____

It is a holiday today. _____

They have come a long way. _____

He is coming soon. _____

I have met him before. _____

Now you will be working with contractions using **is** and **have**.

Refer to the Home Instructor's Guide for information.



Do pages 143 and 144.

Food Helps Me Grow

In the story "The Tiny Patient," what made the chipping sparrow well again? What helps baby rabbits grow to become healthy adult rabbits?

Food is needed by all living things. That includes people, animals, and even plants!

What kinds of food help you to grow?



Have the student answer orally.

Warmth, rest, and food made the sparrow well. Food helps rabbits and the student grow.

Discuss how important food is to all living things.

Have the student look up *nutritious* in the dictionary. Explain that nutritious foods are those that help a body to gain energy (for play, work, exercise, and staying attentive), to grow in size and health, and to make the body look and feel good.

Do you know which foods are **nutritious**?

Circle **Yes** or **No**.

Nutritious foods are needed by a body to grow, be healthy, and be active.



Rabbits know that—they eat only nutritious foods like raw vegetables and plants.

Nutritious foods make you **GO**. They give your body the energy you need to work and play every day.





Nutritious foods make you **GLOW**.
They make you look healthy and
give you shiny hair and clear skin.

Review that nutritious food is necessary for a body to stay healthy. It provides the nutrients a body needs.



Nutritious foods make you **GROW**.
They make you get bigger and stay
healthy.

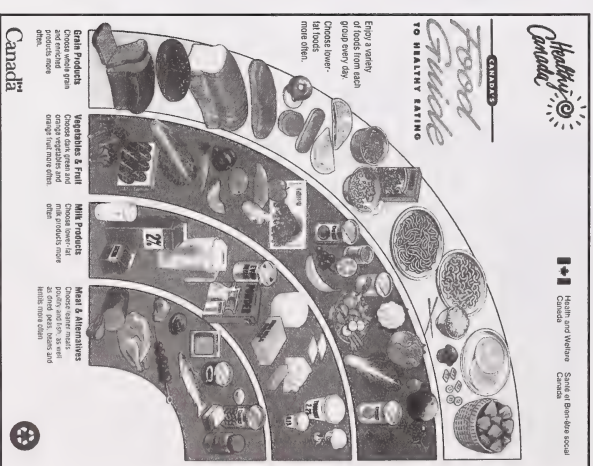
Hang Canada's *Food Guide to Healthy Eating* from the Appendix on a wall. Guide the student through the four food groups, discussing the benefits of each one.

The Four Food Groups

Look at *Canada's Food Guide to Healthy Eating*. The foods listed on it show nutritious foods.

There are four nutritious food groups as follows:

- grain products
- vegetables and fruit
- milk products
- meat and alternatives



¹ Canada's *Food Guide to Healthy Eating*, Health Canada, 1992 ©. Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2003.

Grain Products

Grain products are things that are made from different grains, like wheat, rice, rye, and oats.

Grain products give you energy to work and play.



Vegetables and Fruit

Vegetables and fruit keep you looking healthy. They make you glow and feel healthy. They also help keep you from getting sick.

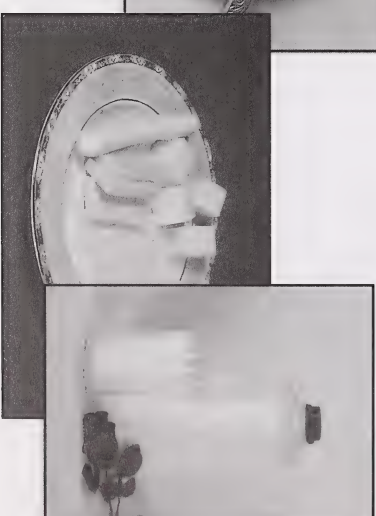
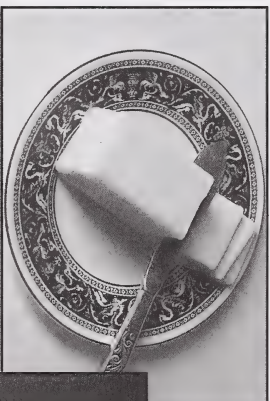
Did You Know?

Most people think a tomato is a vegetable, but it's not. It's a fruit.



Milk Products

You learned that baby rabbits drink mother's milk for food. You need milk products, too. Milk products are products like butter, yogurt, and cheese that are made from milk.



Drinking milk and eating milk products will give you strong bones and teeth and help you grow.

Meats and Alternatives

Meats include things like steaks, hamburgers, chicken, mutton, and pork chops. Alternatives are foods that help you grow, just like meats. You can eat them instead of meat. They're things like fish, eggs, beans, peas, lentils, peanut butter, and tofu.



Eating meats and alternatives will help you grow and keep you healthy.

Review the four food groups and the importance of each.

Here They Are Again

Grain products are **GO** foods—they give you energy to do things.

Vegetables and fruit are **GROW** and **GLOW** foods. They keep you healthy and make your skin glow.

Milk products are **GROW** foods—they help you grow and stay healthy.

Meat and alternatives are **GROW** foods, too. Just like milk products, they help you grow and stay healthy.



Take out unlined paper.

On the paper, draw one food you like from each of the four food groups. Under each one, write one sentence telling why you like that food.

Refer to the Home Instructor's Guide for more information about this activity.



You will send your drawing to your teacher on Day 9.

Looking Back

What did you learn about caring for an animal?

If you found an injured animal, what would you do?

What new things did you learn about food today?

How can you stay healthy?



Turn to Assignment Booklet 4A and complete Day 4: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today to share with a friend or family member. For example, you could do one of the following:

- Read the story “The Tiny Patient.”
- Read your thoughts and feelings about the story “The Tiny Patient” from your journal.
- Show your drawings of food from the four food groups and tell why each food group is important.

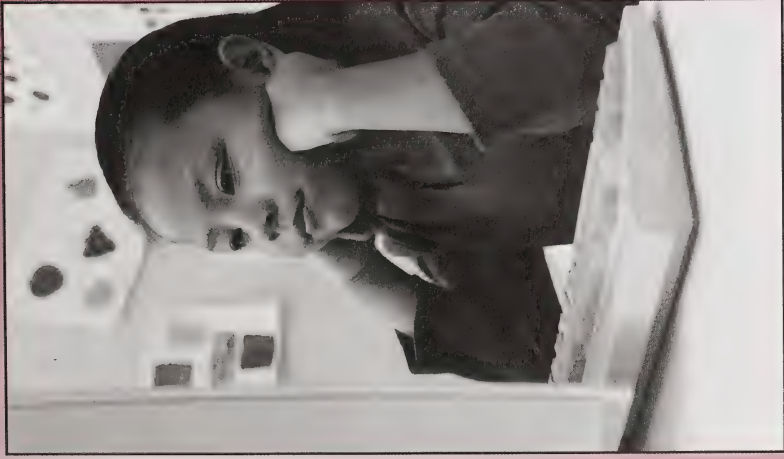


Day 5: An Interesting Day

You're going to learn how to make your writing more interesting.

You will also learn more about birds and you will get to draw them.

Do you have a piggy bank? What do you "feed" a piggy bank? You will find out today.



Review the days of the week and the months of the year.

Calendar Time

Say the days of the week aloud.

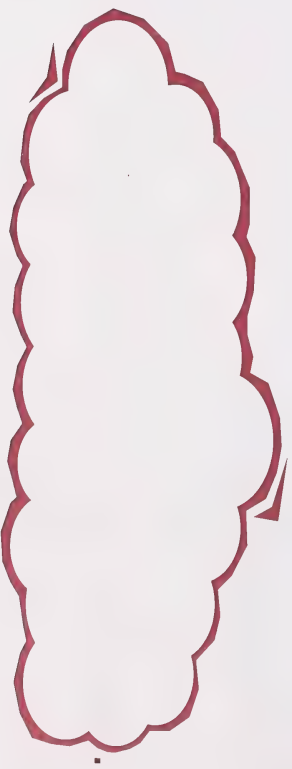
Say the months of the year aloud.

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Discuss today's forecast with the student.

Today's date is



What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



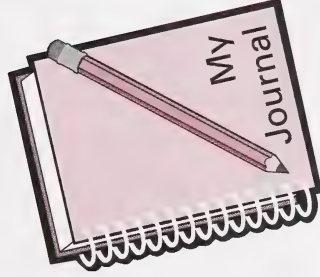
Work on Module 4: Day 5.

Journal Time



Take out your journal and turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.



Discuss the current weather with the student.

Assist the student in selecting a topic as needed.

Music and Movement

For the movement component of this lesson, have the student pretend to fly like a chipping sparrow.



Imagine you are the chipping sparrow in the story “The Tiny Patient.” Your wing has healed, and you are flying off into the sky.

Have the student hop like a rabbit.

Then, imagine you are a rabbit. Show how rabbits hop.

Have the student choose several other animal movements to mimic.

Locate the song “Piggy Bank” on the *Music and Movement* in the Classroom CD #1.

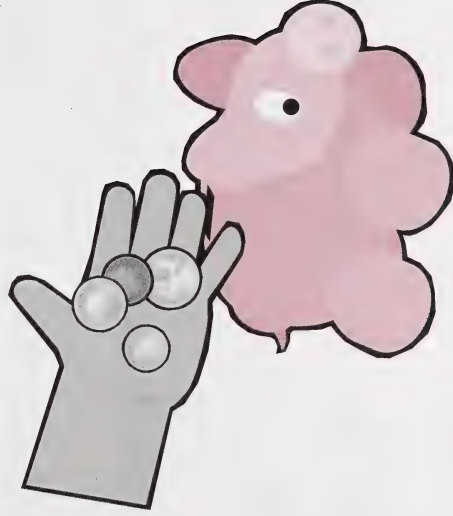


You’re going to listen to a song called “Piggy Bank.”



You know that you could feed a rabbit carrots and that you could feed a bird seeds.

What do you think you would “feed” a piggy bank?



Piggy Bank Spelling Game

Listen to the song “Piggy Bank” and fill in the missing words in the *Music and Movement in the Classroom* book on page 62. You may have to listen to the song more than once!

You would “feed” a piggy bank coins. Explain that the piggy bank isn’t really eating—it’s a play on words.

Have the student turn to page 62 in the *Music and Movement in the Classroom* book for the Piggy Bank Spelling Game. Tell the student that some of the words to the song are missing and he or she must listen to it carefully to find out what they are. Play the song. Have the student listen for the words and print them in the blank spaces. Repeat the recording if necessary.

Have the student turn to page 13 for the words to the song.

Take turns reading the first and second half of each line with the student.

Have the student warm up his or her voice by making a sliding sound that moves from a low pitch to a high pitch and back down to a low pitch. Do this several times.

Then have the student sing with the recording. The words are sung three times. Have the student sing in the following manner:

- First time—the student sings the second half of each line.
- Second time—the student sings the first part of each line.
- Third time—the student sings both parts of each line.



Did you fill in all the missing words?

Circle **Yes** or **No**. Now read the words to the song aloud.

Now read the words again. This time, read the first part of each line. Your home instructor will respond with the second part of each line.

Switch around! Your home instructor will read the first part of each line, and you respond with the second part.

Warm up your voice—you're going to sing "Piggy Bank."

Have fun with the song!



Reading



Take out the book *Amazing Animals*.

Read the story “The Tiny Patient” aloud.

The following two words are from the story.

stiffly **carefully**

What is the same about how both words end? —

If you said they both end in **ly**, you were right.

Find the sentences that use these words on pages 11 and 12 and read them aloud.

After the student reads the two sentences that use the words *stiffly* and *carefully*, cover the “ly” in both words and have him or her read the sentence with just the root or base word. Ask what is wrong with the sentences now. Discuss that they don’t sound right. The form of these two words without the “ly” is not correct for the sentences.

Repeat the procedure with these sentences—uncover the “ly” as the student recognizes that it is needed to make the sentence sound right. Help the student realize that words with “ly” endings tell *how* or *when* something is done or happens.

Read the following four sentences aloud. When you see an **ly** word that you don’t know, try to read the root word. Then read it again adding the **ly** to it.

1. You need to dress **warmly** in the winter.
2. That is a **really** big cloud rolling in.
3. Ginu ran **quickly** down the street.
4. The tiny bird sang very **sweetly**.

Read these **ly** words aloud.

loudly gladly safely nicely

slowly finally quietly

Have the student compose sentences using four of the words. Check for spelling, content, and punctuation.

Pick **four** of the words with **ly**. Write sentences for each one.

1.

2.

3.

4.



Complete Day 5: Assignment 4 in your Assignment Booklet.

Make It Interesting

Read the following sentences aloud.

1. We inched our way closer to her soft, quivering body.
2. We brought her into our warm, safe kitchen.
3. We found her a sunny spot by the window.

Read the sentences again, but this time leave out the words written in colour.

How did the sentences sound without those words?

Discuss how the sentences sound without the words in colour. Discuss how these words create a better picture in the reader's mind and make the writing more interesting. Ask the student how effective the descriptive words are and to suggest substitutes. Mention that these descriptive words are *adjectives*. (The student does not need to remember the term at this time.)

You can make your own writing much more interesting to read when you add **descriptive** words. Descriptive words give details that help others imagine what you are writing or talking about. In a story they give the reader a better picture of what he or she is reading.

Read these descriptive words aloud.

green large beautiful snowy fluffy
cold happy tall cute fresh

Use two of these descriptive words to complete each of the following sentences to make them more interesting. You can use words more than once.





We have some beautiful, tall trees in our backyard.

I want a _____, _____ glass of milk.

I saw _____, _____ mountains in British Columbia.

Bruce painted a picture of a _____, _____ rabbit.

We have some _____, _____ trees in our backyard.



Take out a sheet of unlined paper.

On the paper draw and colour a picture of one of the sentences. Your picture should show the details the two descriptive words you chose add to the sentence. Print the sentence under the picture.



You will send your work to your teacher on Day 9.



Enrichment (optional)

If you have time, you may want to do an extra activity.



Silent Reading

Enjoy your reading time.



Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for information.

Remind the student that a *contraction* is made by putting two words together, dropping a letter or letters, and adding an apostrophe.

Fun with Phonics

Do you remember what a **contraction** is?

Circle **Yes** or **No**. What is it?

Read the following sentences aloud.

I am hungry and you are tired. Let us go home.



You can make three contractions from words in these sentences. One of the contractions is **I'm**.

Print the two words that make up the contraction **I'm**.

Can you make two other contractions from the words in the sentences? Print them on the lines.

Now read the two sentences using the contractions.

Contractions can be made from the following words, too. Print the contractions under the words.

we are _____ they are _____

Have the student print the answers on the lines.

I'm is a contraction of **I** and **am**.

Have the student make the other two contractions from *you* and *are* (**you're**) and *let* and *us* (**let's**). Point out the letters removed are "a," "a," and "u."

The sentences will now read "I'm hungry and you're tired. Let's go home."

The contractions are **we're** and **they're**. Point out the letters removed to make the contractions are "a" and "a."

With the following words, only one letter was removed to make the contraction. Beside the contraction print the letter that was removed.

I am

we are

let us

I'm

we're

let's

Going from left to right, the letters removed are a, a, u, a, a, i, i, o, and o.

you are

they are

it is

you're

they're

it's

she is

are not

do not

she's

aren't

don't

Now you will be reviewing contractions.

Refer to your Home Instructor's Guide for information.



Do pages 145 and 146.

Bird Sketches



Take out the book *Amazing Animals*.

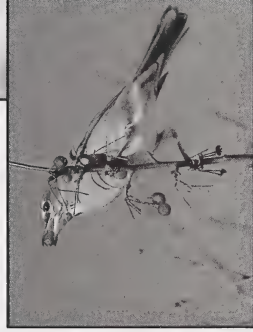
You read about a chipping sparrow in the story "The Tiny Patient." Did you know that there are hundreds of other kinds of birds in the world?

Circle **Yes** or **No**.

Turn to the story "The Tiny Patient" in your book. Look at the picture with different kinds of birds on page 14.



Take out chalk, charcoal, or pastel crayons.



Tell the student that there are several varieties of birds in the illustration—waxwings, a chickadee, a finch, and a goldfinch.

Refer to the Home Instructor's Guide for information.

Explain that a *sketch* is a drawing that is done quickly to catch the shape and the important parts of a subject. Chalk, charcoal, or pastel crayons are well suited to sketching.

Have the student make several sketches of different birds, label them, and select two or three of the best sketches for submission to the teacher.



Take out a sheet of unlined paper.

Look in a bird book or in an encyclopedia to find pictures of different types of birds. You can also look on the Internet for pictures of birds. Choose several different birds to **sketch**. To sketch is to draw quickly to record the shape and important parts of something. Use chalk, charcoal, or pastel crayons. Print the name of each bird below your sketch.



You will send the labelled bird sketches to your teacher on Day 9.

Looking Back

Did you like the “Piggy Bank Spelling Game”?
Why or why not?

Do you enjoy singing? Why or why not?

Turn to Assignment Booklet 4A and complete Day 5: Learning Log. Have the student include his or her comments.

What activity did you enjoy the most today? Why?

What new things did you learn that were interesting?

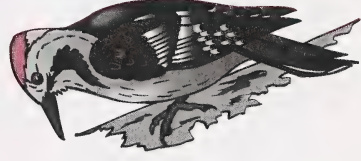
Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could choose one of the following:

- Sing the "Piggy Bank" song.
- Read "The Tiny Patient."
- Show your bird sketches and explain what kind of birds they are.



Day 6: Good Food Equals Good Health

What kind of foods do you need to stay healthy?
How is your food different from foods that animals eat?

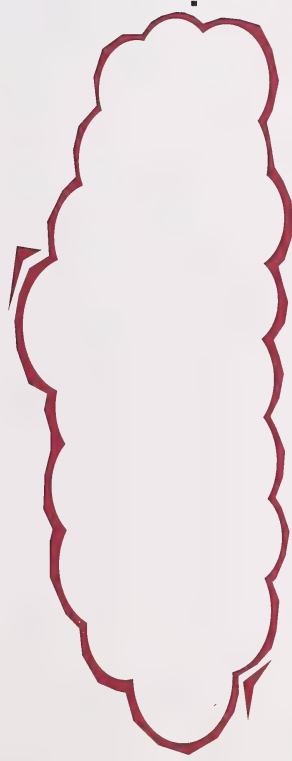
You will learn these and other things today.



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Discuss today's forecast with the student.

Discuss the current weather with the student.



Work on Module 4: Day 6.

Reading

Look at the story on the following pages.

Read the title aloud. Look at the illustrations. What do you think the story might be about?

After you make your prediction, read the story silently.

Was your prediction correct? Circle

 **Yes**

or

 **No**.

Ask the student to predict what the story might be about.

Pasha and the Butterfly

Pasha was playing when he spotted a big, black and yellow butterfly lying on the ground. Pasha moved slowly toward the butterfly. The butterfly fluttered one wing but did not move away.

Pasha carefully picked up the butterfly. He looked closely at it and saw that one wing was torn. He called for his mother.



"Mom," he said, "I've found a butterfly that can't fly. Its wing is torn. What can we do?" he asked.

His mother said, "Let's call the zoo. Someone there will be able to help us. Set the butterfly down to rest."



The zookeeper explained that butterflies have a long, hollow tongue so they can drink water and nectar from flowers. She suggested they put some water into a dish. Pasha's mother helped put the water in the dish.



The butterfly fluttered one wing and sipped some water. Pasha sat for a long, long time watching until the butterfly was very, very still.



"My butterfly has died," he said. He gently lifted it in his hands and carried it to the place he had found it. He covered it with some leaves. Pasha was very sad. He wanted the butterfly to flutter its wings and fly among the flowers.

"I'm sad too," said Pasha's mother as she hugged him. It was a beautiful butterfly and it was a lucky butterfly, too. It was lucky because you cared for it."

Have the student answer the questions orally.

What was the problem in the story?

How did Pasha and his mother deal with the problem? Is that what you would do?

Circle **Yes** or **No**. Why or why not?



How would you feel if you were Pasha?

What would you do with the butterfly?

Once a butterfly's wings are damaged, it cannot survive. It needs to fly to find food.

Have the student share any experiences he or she might have had with an animal that died.

Pasha's mother tells him that because Pasha cared for it.

Discuss what the student can write in the journal. Some things the student may choose to write about are feelings about the characters; parts that were surprising; favourite words, phrases, or illustrations. Encourage the student to use one or two descriptive words (adjectives).

Why does Pasha's mother say it was a lucky butterfly?

Read the story to yourself.



Journal Time



Take out your journal and turn to the Reading Response section.

Write a few sentences about your thoughts and feelings about the story "Pasha and the Butterfly."

Remember to print the day's date at the top.

New Words

These words are from the selection "Pasha and the Butterfly." Read them to your home instructor.

asked

found

looked

someone

torn

water

Remember, if you have a hard time saying a word, look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Listen to each word as the student says it aloud. Correct the student if needed.

The answers are looked, torn; asked, found, someone; and water.

Saying a word correctly helps you remember it and spell it correctly. Say each of the words aloud. Listen to the letter sounds in each word.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the words to complete the following sentences.

1. Pasha _____ closely at the butterfly and saw that its wing was _____.
2. Pasha _____ his mother what to do.
3. Pasha's mother _____
_____ at the zoo who knew about butterflies.
4. The butterfly sipped some _____.

Have the student print the answers on the lines using the words from the story. The words are **someone**, **found**, **look**, **water**, and **ask**.

Use the new words and print the answers to the following.

This is a **compound** word. _____

The opposite of **lost** is _____.

The root word of **looked** is _____.

You drink this when you are thirsty.

The root word of **asked** is _____.

Replace the vowel in **tern** with another vowel to make a new word. _____

The new word could be **turn** or **tern**.





Take out six white index cards.

Print the six new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the six new words in your dictionary.

Fun with Phonics

Read the sentences on the following page aloud. Then find and underline the contraction in each. On the lines print the two words that make each contraction. One has been done as an example.

They're very sad. They are

If there are any other words from the story "Pasha and the Butterfly" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

What's wrong, butterfly? _____

Why can't you fly? _____

We've found a butterfly. _____

There's no way to mend it. _____

I'm very proud of you. _____

I've found a butterfly. _____

Let's call the zoo. _____

Now listen carefully to the sentences your home instructor says. Try to give a contraction that could be used in each.

Check that the student has underlined each of the contractions and printed the correct words for each. The words are *what's* (**what** and **is**), *can't* (**can** and **not**), *we've* (**we** and **have**), *there's* (**there** and **is**), *I'm* (**I** and **am**), *I've* (**I** and **have**), and *let's* (**let** and **us**).

Have the student give the contraction that could be used in the following sentences:

- The cat **does not** want to drink the milk.
- They are coming to visit us.
- I **will** help you wash the dishes.
- You are so funny.



Now you will be reviewing contractions.



Do pages 147 and 148.

Refer to the Home Instructor's Guide for information.



Enrichment (optional)

You may have time to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.



Spelling

These are the spelling words from your pre-test on
Day 3.

page got kind began almost live

Print the six words on the lines.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

almost



Have the student answer orally. Answers are as follows: *age* in *page*; *go* in *got*; *be* and *an* in *began*; and *most* in *almost*.

This is a good method for tactile learners to use when practising spelling.

Look for little words in the words you just printed.

To help you spell a word, say the word slowly. Print it on your arm or desk, using your finger as a pencil.



Remember the **look-say-cover and see-write-check** way of learning to spell.

Refer to the Home Instructor's Guide for information.

Find and circle the six spelling words in the word search puzzle.

v	q	c	e	s	g	o	b
k	b	a	l	m	o	s	t
i	p	h	r	i	t	g	e
n	s	t	p	a	v	b	i
d	d	j	f	w	u	e	c
f	h	x	l	a	x	g	o
j	k	n	i	d	s	a	d
y	b	m	v	l	z	n	u
p	a	g	e	q	e	z	r

Did you find them all? Circle  **Yes** or  **No**.

Refer to the Home Instructor's Guide for information.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Combining Foods

Find the part in the story "Pasha and the Butterfly" that tells you what butterflies eat and drink. Read that part aloud.

Butterflies get energy and stay healthy from the nectar of flowers. They don't need to eat a variety of foods.

Page 118 states what butterflies eat and drink (nectar of flowers, and water).



Rabbits and birds don't either. But you do. Do you remember what the four food groups are?

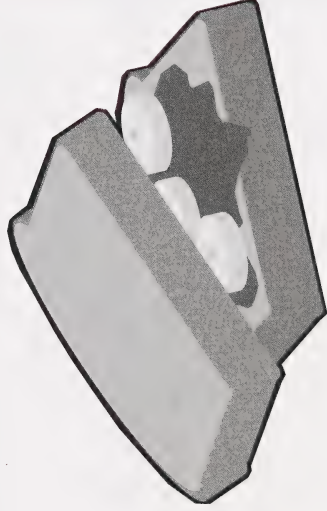
Circle **Yes** or **No**. What are they?

Why do you need to eat food from each of the four food groups every day?

What are some of your favourite milk products? grain products? fruit and vegetables? meats or alternatives?

Sometimes foods have items from more than one food group. They're called **combination** foods.

Here is a peanut butter and banana sandwich made with whole-wheat bread.



The four food groups are grain products, vegetables and fruit, milk products, and meat and alternatives.

All the foods are needed by a body to grow, to have energy for work and play, and to feel and look healthy.

Have the student say a few of his or her favourite foods.

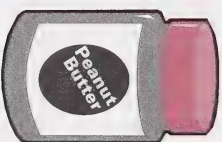
Explain that *combination* foods contain more than one food group—they combine the foods together.

The food groups are grain products (bread), vegetables and fruit (banana), meat and alternatives (peanut butter).

Beside each sandwich ingredient print the name of the food group it belongs to.







How many food groups are in this sandwich? ____

Do you think it's nutritious? Circle



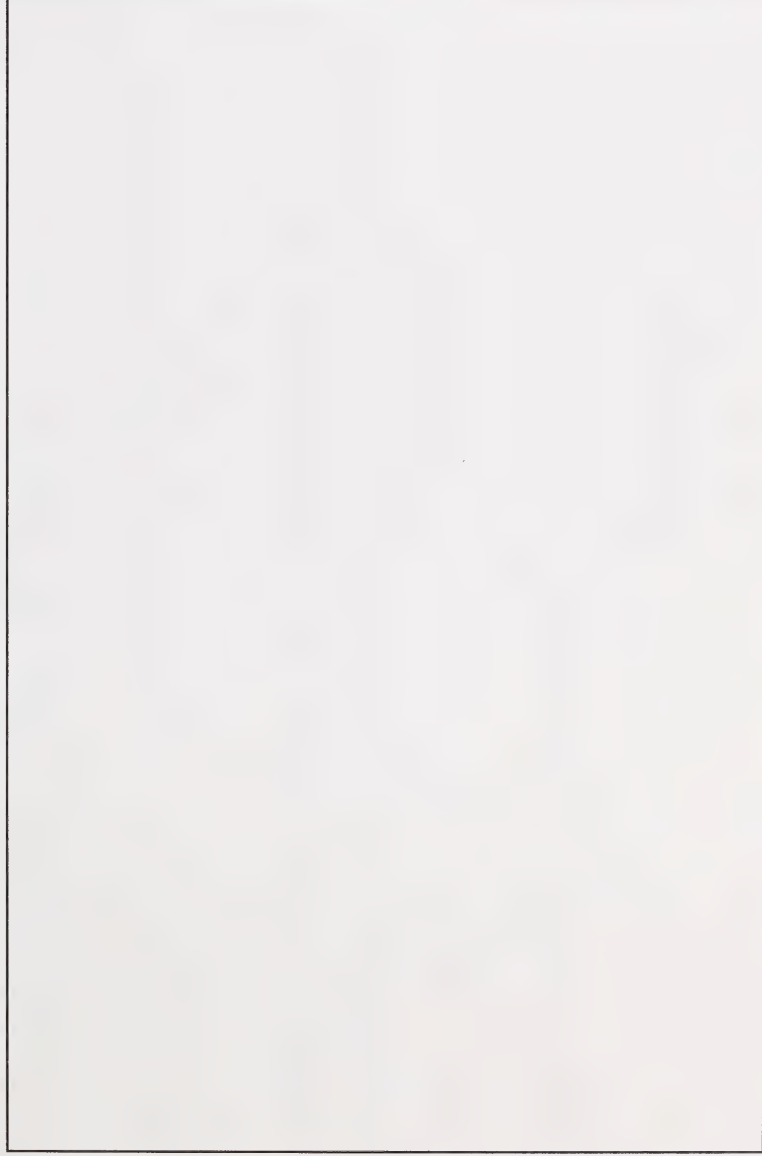
Yes or



Have the student print the number of food groups in the sandwich. There are three food groups.

There are many other types of nutritious combination foods. How many can you think of?

In the following box draw a nutritious **combination** food that you like to eat.



Brainstorm different combination foods, such as meat sandwiches, tuna sandwiches, egg sandwiches, fruit pies, meat pies, stews, salads with cheese or meat added, hamburgers, hot dogs, tacos, burritos, chow mein, cabbage rolls, nachos with cheese and salsa, pizza, and so on. Ask the student to identify the food groups for each food mentioned.

Have the student draw each food that is part of the combination food he or she chose. All boxes do not have to be filled in.

Draw each food that is in your favourite combination food and print under it the name of the food group it belongs to.



Complete Day 6: Assignment 5 in your Assignment Booklet.

Looking Back

How did you feel after reading the story “Pasha and the Butterfly”? Why did you feel that way?

What would you have done if you had found that butterfly?

Name the four food groups. Why is each one important?

Story Time

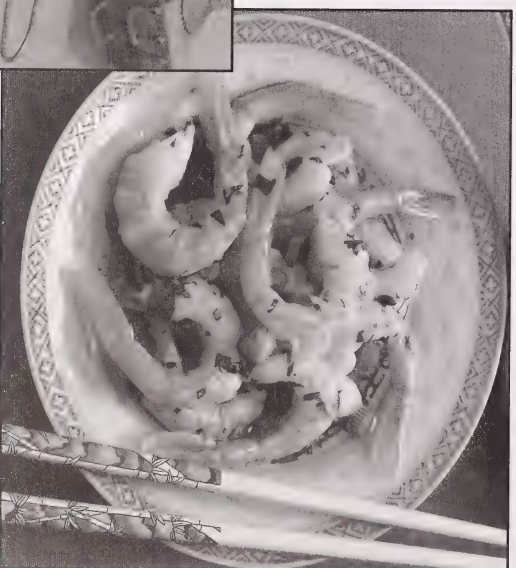
Relax and enjoy the story!

Turn to Assignment Booklet 4A and complete Day 6: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read “Pasha and the Butterfly.”
- Show the drawings you made of a combination food you like to eat.
- Pick a few entries to read from your Reading Response section of your journal.
- Tell all you know about the food groups.



Day 7: Eating Healthy

You will continue to learn about eating healthy today.

You may also learn a few things about animals you probably didn't know before.

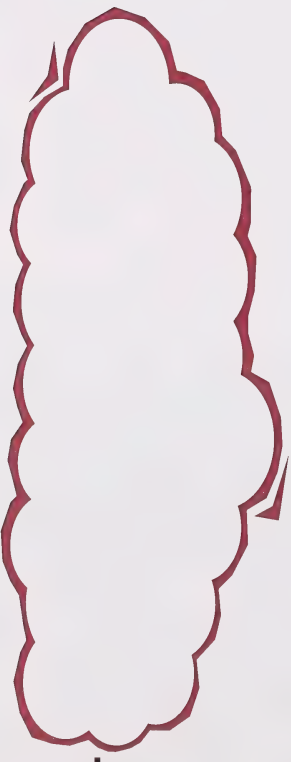


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss today's forecast with the student.

Discuss the current weather with the student.



Work on Module 4: Day 7.

Journal Time



Take out your journal. Turn to the Personal Writing section.

Take a few minutes to think about what you would like to write about.

You might want to write about your friends, your family, an event, or about your thoughts and feelings about something.



Assist the student in selecting a topic as needed.

Locate the song “Eensy Weensy Caterpillar” on *Music and Movement in the Classroom* CD #2. Play the song. Create and practise some movements with the student to act out the life cycle of the butterfly as indicated in the song. Then play the song again and have the student perform actions on his or her own.

Music and Movement



It's time to move and have some fun.

Can you move like a butterfly? Circle

Yes or **No**.



Listen to the song again. This time, follow the words. What are the stages of the life cycle of a butterfly?

Play the song one more time while following the words on page 51 in the *Music and Movement in the Classroom* book.

The butterfly begins as an egg, which hatches into a caterpillar, which becomes a chrysalis, and finally a butterfly.



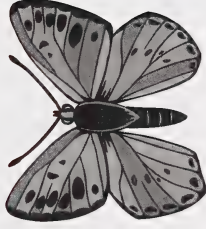
egg



caterpillar



chrysalis



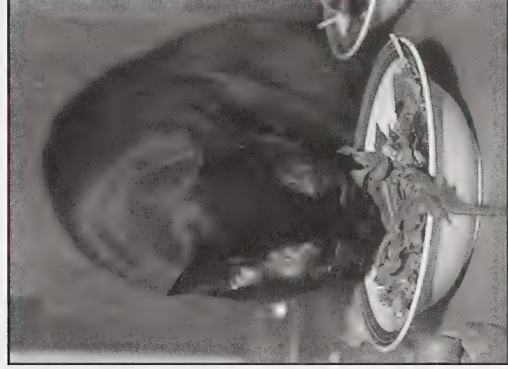
butterfly

Reading

Are you **superstitious**?

Circle **Yes** or **No**. Do you have any **superstitions** about animals? What are they?

Circle **Yes** or **No**.



If the student is not familiar with the term *superstition*, explain it (a fear or belief that has no reasonable basis at all). To be *superstitious* is to have such a belief or fear. Look up the word in the dictionary with the student. Discuss superstitions about animals (frogs cause warts, black cats are unlucky, and so on).



Take out the book *Amazing Animals*.

Turn to the Contents page.

Find the “True or False?” selection.

Explain that a *factual recount* is a description of things that are true—it is a non-fiction text. Facts are things that are true.

The author is Nancy Davidson.

The illustrator is Bo-Kim Louie.

What do you think this **factual recount** might be about?

Turn to page 17.

Who is the author of “True or False?”

Who is the illustrator?

Follow along in the text as your home instructor reads it aloud.

The girl in the text was told some information. She went to find out if it was true or not. Where did she look?

Look at the illustrations on pages 19 to 23. What other animals does the girl find information about?

Do you know what kind of animal a **mud skipper** is?

Circle **Yes** or **No**. You'll find out soon!

Read pages 19 to 23 aloud.



Read pages 17 and 18 aloud as the student follows along. After you read the pages, discuss the pattern established. (Information is told about an animal, a child wonders if the information is true, and then the child finds a way to verify the information.)

Have the student answer orally. She looked in a big book about animals.

The other animals are a cat, a bee, and a fish.

Have the student answer the questions orally.

What I Found Out

Name one true statement you read in the selection
“True or False?” Name one false one.

What did you think was true, but turned out to be false?

Which fact was the most interesting? Why?

What did the people use to investigate the information?



Did you like the way the selection was arranged?
Why or why not?

Ways to Find Information

What are some ways to find information? Think of as many ways as you can.

Brainstorm ways of finding information. Ask the student what he or she usually does. Lead the student to identify unfamiliar sources through questioning.

Look at the web showing **Sources of Information**. Did you think of all the ways that it lists?

Circle  **yes** or  **no**. You might have thought of ways it doesn't list. If you did, add those ways to the web.

After the student writes a list of ways, take out the "Sources of Information" in the Appendix and hang it in the classroom as a reference for the student to use when he or she needs to find information or do research. If you and the student have thought of ways not listed on the web, add them.



Have the student print the name of the animal beside its picture in the grid (**bat, cat, bee, mud skipper**). Explain that a *grid* is an arrangement of straight horizontal and vertical lines that crisscross each other to form spaces or cells.

Show the student how to use a grid by finding the appropriate cell using his or her fingers to go across the correct row and down the correct column to the cell where they meet. Explain that the phrases are jotted notes and are one way of presenting information.

In the following grid, help the student print the phrases in the appropriate cell. Do the first one together. The answers are as follows: **bat, flies in a zigzag, is blind; cat, is clever and quick, has nine lives; bee, queen lays the eggs, dies after it stings; mud skipper, breathes air and water, is a tiny frog.**







Animal Facts

Print the name of each animal beside its picture on the following page.

Then read the following notes about the animals aloud.

- has nine lives
- flies in a zigzag
- breathes in air and water
- is blind
- queen lays the eggs
- is a tiny frog
- queen dies after it stings
- is clever and quick

Print a fact from the notes about the animal in the **True** column and a false statement about the animal in the **False** column.

Animal	True	False
		
		
		
		

Have you used a grid before? Circle **Yes** or **No**.
 You have now. You just filled one in!

Explain how the grid allows someone to see a lot of information on one page and how it is an efficient way to organize notes. Check that the student is using the grid correctly to find the phrases.

Remind the student that a fact is a true statement and a false statement is not true.

Have the student say the words aloud to you.

Using your grid, read the following aloud:

- a fact about cats
- a false statement about bats
- a false statement about mud skippers
- a fact about queen bees
- a false statement about queen bees
- a fact about mud skippers

New Words

Read these words from the “True or False?” selection.

false

discover

true

explain

Remember, if you have a hard time saying a word, look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Saying a word correctly helps you remember it and spell it correctly. Say each of the words aloud. Listen to the letter sounds in each word.

Practise the **look-say-cover and see-write-check** way of learning to spell these new words.

Listen to each word as the student says it aloud. Correct the student if needed.

The answers are true, explain, discover, and false.

Use the new words to complete the following sentences.

1. Blue, glue, and clue rhyme with

_____.

2. I can _____ how that happened.

3. I want to _____ if that is true.

4. Is that true or _____?

Print the answers to the following on the lines.

The opposite of **true** is _____.

Find four little words in **discover**.



Have the student print the answers on the lines using the words from the story. The word is false.

The words are as follows: disc, is, cover, cove, and over.

The answers are **true** and **plain**.

The opposite of **false** is _____.

What little word in **explain** is the opposite of fancy?



Take out four white index cards.

Print the four new words on the white index cards.
Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

Break for lunch.



Silent Reading

Enjoy your reading time.

Module 4A: Taking Care of Me

If there are any other words from "True or False?" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Both you and the student read silently for ten minutes.



Refer to the Home Instructor's Guide for information.

Review the rules on the following page with the student.

Spelling

The words from your spelling pre-test are

page got kind began almost live

In your Assignment Booklet you will write sentences using each one of these words.

Here is an example.

I read one page in my book.

When you are writing sentences, remember to use

- a capital letter to begin each sentence
- a capital letter for the proper names of people and places

- a period, question mark, or exclamation mark at the end
- quotation marks where needed



Complete Day 7: Assignment 6 in your Assignment Booklet.

Fun with Phonics

Look at the pictures and read the sentences aloud.



I got a new **watch** for my birthday.



My uncle has three **watches**.

What is different about the two words that are written in colour?

The word **watch** is singular and **means one**. The word **watches** is plural and **means more than one**.

Watch is a singular word—it means **one**, while *watches* is plural—it means **more than one**.

The plurals are boxes, peaches, clips, dresses, finches, apples, dishes, and parks. Go over each word and have the student explain why he or she chose to add “es” or “s” to make the plural.

When a word ends in **x**, **z**, **ss**, **sh**, or **ch**, you usually add **es** to make it plural.

Watch ends in **ch**, so **es** was added to show that there is more than one watch.

Usually if a word does not end in **x**, **z**, **ss**, **sh**, or **ch**, only an **s** is added to make it plural.

Look at the following words. Print the plural of each word on the lines.

box _____

peach _____

clip _____

dress _____

finch _____

apple _____

dish _____

park _____

You will be working with plural endings **s** and **es**.



Do pages 149 and 150.

Refer to the Home Instructor's
Guide for information.

A Balanced Meal

You read about bats, cats, bees, and mud skippers today. These animals, like most animals, eat only a few different foods to live. There is one animal that eats many different kinds of food to live and be healthy. Do you know what that animal is?

Circle  **yes** or  **no**.

Did you say human beings? If you did, you were right!

Humans need food from the four food groups to **go**, **grow**, and **glow**.



What are the four food groups?

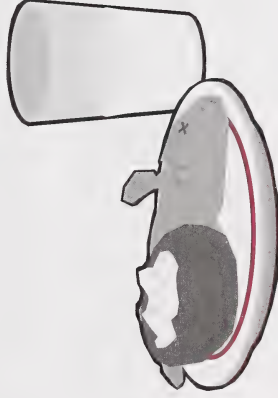
When you have a meal that includes a food from each of the food groups, you have a **balanced** meal.

Have the student answer orally. The four food groups are grain products, vegetables and fruit, milk products, and meat and alternatives.

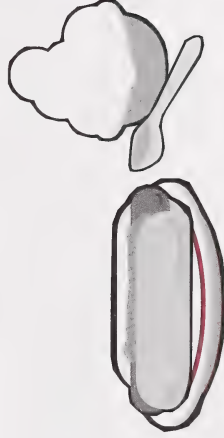
A *balanced* meal is one that includes foods from all four food groups.

The following meals are not balanced. Can you find the food group that is missing in each? Print it on the line.

1. baked potato
baked fish
milk



2. hot dog
ice-cream sundae



Discuss how a balanced meal must contain one of each of the food groups. Explain that to “go,” “grow,” and “glow,” all food groups must be represented in a meal.

Have the student print the missing food groups on the lines as follows:

1. grain products
2. vegetables and fruit
3. milk products
4. meat and alternatives

3. raw vegetable salad

spaghetti and

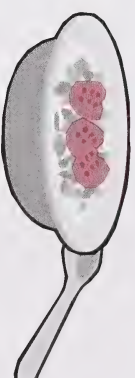
meatballs



4. cereal

strawberries

milk



The student answers orally.

Have the student describe his or her favourite meals. Ask the student to determine whether each meal is balanced.

Do you have a favourite meal? Circle **Yes** or **No**.

What is it? Is it balanced? Circle **Yes** or **No**.

Why or why not?

Think of another meal you enjoy. Is it balanced?

Circle **Yes** or **No**. Why or why not?



Take out a sheet of unlined paper.

On the paper draw and colour one of your favourite balanced meals. Print the food group beside each food.



You will send your picture to the teacher on Day 9.

Looking Back

What was the best part of the day? Why? Was there an activity today that was difficult to do? What was it?

Is reading information on a grid easy for you?

Do you enjoy reading non-fiction text?
Why or why not?

Why is it important to eat a balanced meal?

Verify with the student that the meal that he or she draws and labels is balanced. Refer to the Home Instructor's Guide for information.

Turn to Assignment Booklet 4A and complete Day 7: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share. For example, you could do one of the following:

- Play and move to “Eensy Weensy Caterpillar.”
- Read the story “True or False?” to someone.
- Show your grid from this morning.
- Show your drawing of a balanced meal and explain it.

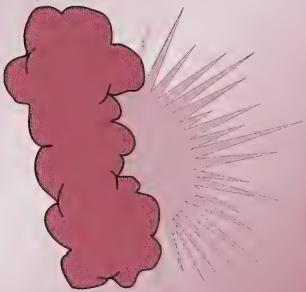




Day 8: Nutritious Snacks

You eat at mealtimes, but sometimes you just need a snack.

Do you know how to pick healthy snacks? Today we'll take a look at some nutritious snacks.

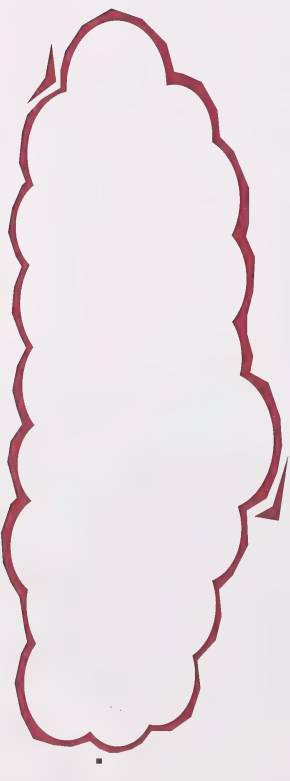


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss today's forecast with the student.

Discuss the current weather with the student.



Work on Module 4: Day 8.

True or False?



Take out the book *Amazing Animals*.

Turn to the selection “True or False?” and read it to yourself.

Journal Time



Take out your journal and turn to the **Reading Response** section.

Talk about the selection “True or False?” with your home instructor. Write your thoughts about it in your journal.

Remember to print the day’s date at the top.

To prepare for the writing, discuss with the student statements such as

- I liked/didn’t like this selection because . . .
- The part I liked/disliked most was . . . because . . .
- The new facts I liked best were . . .
- I liked the illustration on page . . . because . . .



More Animal Facts



What animals interest you? Which animal would you like to research and find facts about? Where would you look to find information about this animal?

Brainstorm animals the student would like to research. Have the student select one.

Look at the web showing the **Sources of Information**. Select the resources you would like to use. Write notes about your animal. Try to find at least two outstanding facts. Then organize the information and write a report about the animal.

Presenting My Animal Report



You get to talk about the animal you just researched. Practise presenting your report to your home instructor. At the end of the day, you could present your report to your family.

When you are ready, record your presentation for your teacher.

If you do not have the resources on hand, you may have to take the student to the local library or provide other resources to do the research.

Refer to the Home Instructor's Guide for information about this research activity.

The student presents the animal facts he or she researched.

Refer to the Home Instructor's Guide for information.

Have the student listen to the recording and redo it if he or she is not satisfied with it.

Break for lunch.



Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for information.

Fun with Phonics

Read these words aloud.

looked looking

How are they alike?

Look is a **base word**. That means different endings can be added to it to make new words.

Read these words from the selection "True or False?" aloud.

asked explained answered

wondered called watched

How are the words alike? Circle the base words.

They both have the word *look* in them. Explain that adding different endings to a *base word* makes new words. Circle the base word *look* in *looked* and *looking*.

All the words end in "ed." The base words are **ask**, **explain**, **answer**, **wonder**, **call**, and **watch**.



Read these words from the selection “True or False?” aloud.

getting flying listening doing looking

How are the words alike? Circle the **base words**.

Read these sentences aloud. Add the correct ending **ed** or **ing** to the base word.

1. Dad is cook____ supper.
2. Martha play____ with her kitten.
3. That grasshopper jump____ on me!
4. The toast is burn____!

All the words end in “ing.” The base words are **get, fly, listen, do, and look**.

The correct endings added to the base words are as follows: **cooking, played, jumped, and burning**.

Refer to the Home Instructor's Guide for information.



Do pages 151 and 152.

Snack Time

Do you like to snack between meals? Circle **Yes** or **No**.
What are some of your favourite snack foods?

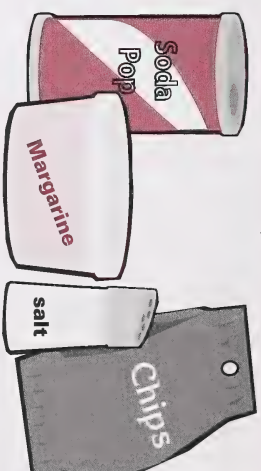


Discuss the student's favourite snack foods.

Are your favourite snacks listed on *Canada's Food Guide to Healthy Eating*? Circle **Yes** or **No**.

If you can't find your snack foods listed in the Food Guide to Healthy Eating, they are **Other Foods**. That means they're not one of the four food groups.

Determine if the snacks are listed in *Canada's Food Guide to Healthy Eating*. If not, point out they are in a group called "Other Foods."



Other Foods are things like butter, margarine, oil, jam, potato chips and pretzels, pop, fruit-flavoured drinks, ketchup, mustard, salt, chocolate bars, and salad dressings.

These are **sometimes** foods. Try not to eat too many of these foods. They're not as nutritious as the foods from the Food Groups, but you can eat them sometimes. The foods in *Canada's Food Guide to Healthy Eating* are **everyday** foods and should be eaten every day.

Explain that because these foods are not one of the four food groups, they should not be eaten often. Although "Other Foods" provide energy, they are not as nutritious as the foods listed in *Canada's Food Guide to Healthy Eating*.

Remind the student that a *recipe* is a list of ingredients and the steps to follow to prepare a particular dish, like a snack or a part of a meal.

Brainstorm recipes for snacks from the four food groups. Refer to the Home Instructor's Guide for information.



Do you remember what a **recipe** is? Circle **Yes** or **No**. You wrote one for carrot soup in Module 2. Now you get to write a recipe for a snack!

If you already have a favourite snack recipe, this will be easy. If you don't, think of a nutritious snack food you would like to make. Just be sure it has food from more than one of the four food groups.



Take out a sheet of unlined paper.

To write your recipe, do the following:

- List all the foods needed to make the snack.
- Tell how to make it.
- Draw a picture of the snack.

Look at the example of Jasper's favourite snack recipe.

My Recipe for Yogurt with Fruit

1 banana
1 cup vanilla yogurt
10 raspberries
1 tablespoon granola



Cut up the banana. In a bowl, stir together the banana and yogurt. Put the raspberries on top. Sprinkle with the granola.

Now write your favourite recipe. Remember to print your name on it.



You will send your snack recipe to your teacher on Day 9.

Have the student follow the format of the example. Ensure the snack food contains foods from one or more of the four food groups. An "Other Food" item may be included if it is important to the recipe, such as butter or mayonnaise. Have the student make the snack now if it's time for a snack. Otherwise, he or she can make it later.

Looking Back

How did you think about and organize your information for your animal report?

Did you tell what the topic is at the beginning?

Did you use complete sentences? Did you speak clearly?

What could you do better next time?

What did you like the best about your report?

Story Time

Relax and enjoy the story!

Play back the student's recorded animal facts presentation and ask the following questions.

Turn to Assignment Booklet 4A and complete Day 8: Learning Log. Have the student include his or her comments.

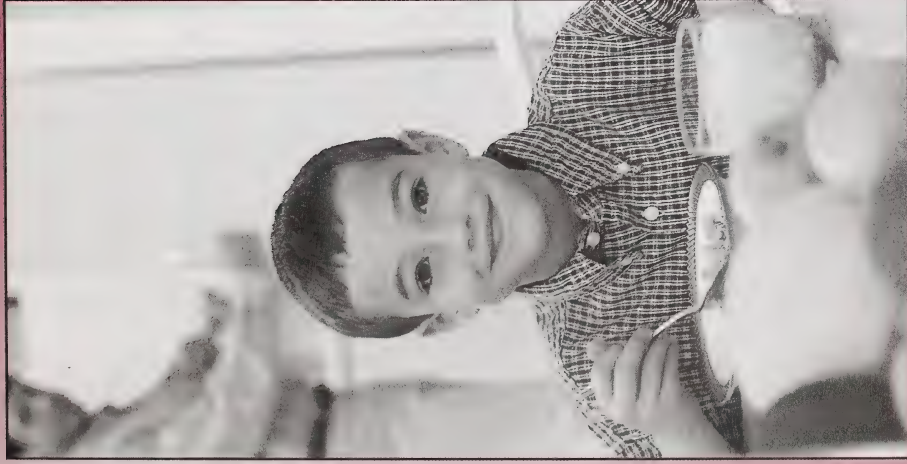
Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Read the “True or False?” selection.
- Present your report on animal facts.
- Show your snack recipe.
- Make your snack with someone.



Day 9: How Much Should You Eat?



You know that to stay healthy you have to eat the right foods. But how can you know if you're eating enough of the right foods?

Today you will find out how much of each food group you should be eating.

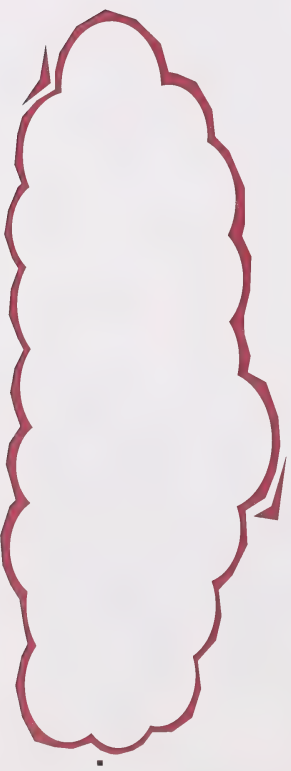
There's more, too. Do you like a good riddle? You will get to write your own today!

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

Discuss the current weather with the student.



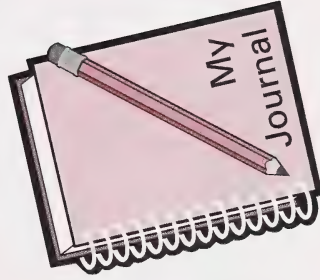
Work on Module 4: Day 9.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. Write several sentences in your journal about your topic.



Assist the student with selecting a topic to write about.

First, help the student to exercise his or her voice by making a sliding sound that moves from a low pitch to a high pitch and back to a low pitch again. Have the student do this several times.

Have the student sing along to the song “Piggy Bank” from the *Music and Movement in the Classroom* CD #1 or “Autumn to May” on the *Ideas That Sing!* Volume 1 CD. Play the music and sing along with the student. Encourage the student to move along to the music.

Today’s activity works well outdoors or in an open space indoors. Ask the student to act like each of the animals. Have the student hop and run in a zigzag pattern like a rabbit, fly like a sparrow, fly like a bat in a zigzag pattern pretending to catch insects, crouch and leap like a cat, buzz around like a bee, swim and crawl up a tree like a mud skipper, and float daintily like a butterfly. Select movements that are suitable for your student.

Music and Movement



Warm up your voice first to get ready to sing!

You read about quite a few animals in this module—rabbits, sparrows, bats, cats, bees, mud skippers, and butterflies!



Imagine you are each of these animals. Try moving different ways, such as hopping, flying, crawling, and leaping.



Reading

Read “Animal Riddles” and write your guess for each riddle on the line.

Animal Riddles

The different animals in these riddles all live in Canada.

1. This animal

- has antlers and hooves
- has very long legs
- lives in northern forests
- lives in swampy areas
- has a flap of skin hanging below the chin

What is it? _____

2. This animal

- is long and skinny
- lives near ponds and rivers
- eats tadpoles and frogs
- eats lizards
- has a yellow stripe on its back

What is it? _____

3. This animal

- is smart and bold
- is mischievous
- is glossy black in colour
- builds nests in trees
- will eat almost anything

What is it? _____

4. This animal

- lives near shallow ponds
- is greenish brown
- has long back legs
- eats insects

What is it? _____

5. This animal

- is big and white
- is an excellent swimmer
- eats seals and walruses
- lives in the Arctic

What is it? _____

6. This animal

- is the size of a cat
- is black with white stripes
- has a bushy tail
- does not smell very good

What is it? _____

Now turn to page 199 to find the answers. How many did you guess correctly? ____

I Can Write Animal Riddles

Now **you** get to write a riddle about an animal. You know a lot about the animal you researched on Day 8. You can write your riddle about that animal or, if you prefer, about another animal.



Take out a sheet of **unlined paper**.

Write your riddle just like the riddles in the selection “Animal Riddles.”

Ask your home instructor or a friend to solve your riddle.



Complete Day 9: Assignment 7 in your Assignment Booklet.

Review the following characteristics of riddle writing:

- Give a few clues about the animal in point form.
- End with a question.
- Give the answer in a hidden box or on another page.

Have the student write a riddle about a selected animal, following the format used in “Animal Riddles.” It can be the animal the student researched in Day 8.



Enrichment (optional)

Refer to the Home Instructor's Guide for information.

Listen carefully to each word as the student says it aloud. Help the student say the word correctly if he or she has difficulty.

New Words

These words are from "Animal Riddles." Read them to your home instructor.

different

has

this

what

Saying a word correctly helps you remember it and spell it correctly. Say each of the words aloud. Listen to the letter sounds in each word.

Remember, if you have a hard time saying a word, look at how it starts. Then try sounding it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the words to complete the following sentences.

1. _____ animal _____ a long scaly tail.
2. These birds have _____ beaks.
3. _____ kind of animal is that?

The answers are This, has; different; and what.

The word is **what**.

Print the answers to the following on the lines.

This word sometimes begins a question.

Th is the consonant digraph.

Words could be any word beginning with **th**, such as **the**, **that**, **then**, **there**, **thanks**, **though**, **thought**.

What is the consonant digraph in **this**? _____

Print three new words with that digraph.

The answers are **his** and **different**.

Replace the vowel in **has** with a different vowel to make a new word.

What is the opposite of **same**? _____



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

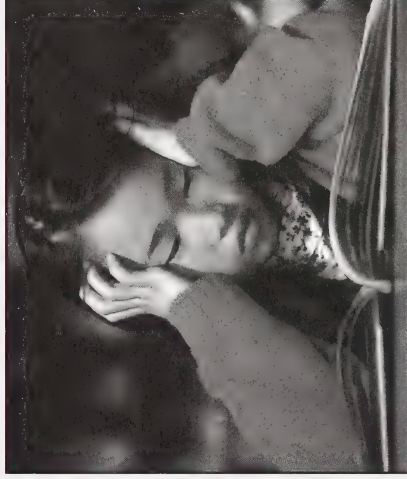
Print the four new words in your dictionary.

Break for lunch.



Silent Reading

Enjoy your reading time.



If there are any other words from “Animal Riddles” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Both you and the student read silently for ten minutes.

Fun with Phonics

Read the words aloud.

riddles animals walruses hanging

lived nesting acted

The endings **s**, **es**, **ed**, and **ing** were added to base words to make new words.

Circle the endings in each of the words above with a red crayon.

Read the base words aloud.

Guide the student in identifying the endings in the words. They are **s**, **s**, **es**, **ing**, **ed**, **ing**, and **ed**.

The base words are **riddle**, **animal**, **walrus**, **hang**, **live**, **nest**, and **act**.

Print the sentences you hear your home instructor say. Circle the words with **s**, **es**, **ed**, or **ing** endings with a blue crayon.

1. _____
2. _____
3. _____

Now you will work with endings **s**, **es**, **ed**, and **ing**.



Do pages 153 and 154.

Dictate the following sentences.

1. The birds watched the nest.
2. I made three wishes.
3. Let's go fishing!

Check the spelling, punctuation, and circled words afterward with the student. The circled words are **birds**, **watched**, **wishes**, and **fishing**.

Refer to the Home Instructor's Guide for information.

Serve This

The answer is spaghetti.

Read this riddle. Can you guess what the answer is?

This food

- is made from flour
- tastes great with sauce
- tastes even better with meatballs
- is long and sloppy

What is it? _____

Look at *Canada's Food Guide to Healthy Eating*.
Which food group takes up the most space?

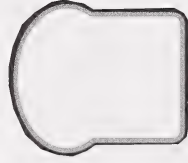
The answer is grain products.

All pasta belongs to the grain products group
because it is made from wheat flour.



You need a lot of energy to work and play every day. The best place to get that energy is from grain products. Grain products are the largest food group. You need to eat more grain products every day than other foods.

Check *Canada's Food Guide to Healthy Eating* (Part 2). How many servings of grain products does it say you should have daily? Print your answer in the



You should eat about **five** servings daily. When you get older, you will need to eat more.



Canada's Food Guide to Healthy Eating recommends that people get more food energy from complex carbohydrates—starchy food. That's why more servings of grain products and vegetables and fruit are recommended and why legumes (peas and beans) are promoted as a meat alternative. Foods high in

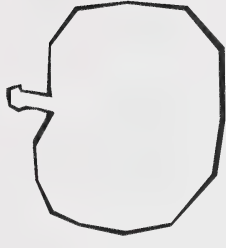
complex carbohydrates include grain-based foods, vegetables, and legumes. Discuss what a serving is. The lower number in *Canada's Food Guide to Healthy Eating* applies to children in the student's age group. Have the student tell you his or her favourite foods from each food group.

Spaghetti is a grain product. Many children like oatmeal, rice, breakfast cereals, bread, and other noodles. Do you? Circle **Yes** or **No**.



What are your favourite grain products? Tell your home instructor.

Some vegetables and fruits also give you energy. Look how much space this food group takes up in *Canada's Food Guide to Healthy Eating*—less than grain products but still a lot.



How many servings of vegetables and fruits does *Canada's Food Guide to Healthy Eating* say you should have daily? Print your answer in the apple.

If you wrote **five** servings daily, you were correct!

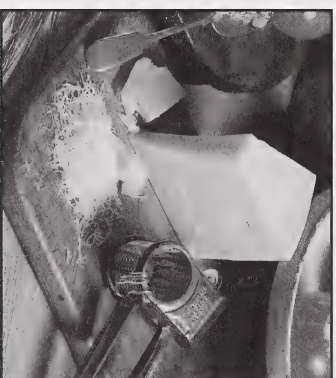


Some vegetables are potatoes, peas, carrots, and sweet potatoes. What are your favourite vegetables?

There are many milk products to choose from. How many servings should you have daily? Print your answer in the glass.



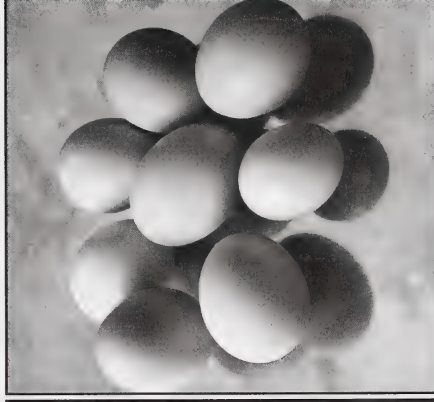
Did you write **two** to **four** servings? You were correct!



What are some of
your favourite
foods from the
milk products
group?

Legumes are plants of the pea family used for food especially beans and peas.

Foods from the meat and alternatives group also give you lots of energy. Notice that legumes are part of this group. Legumes are plants such as beans and peas. You only need about **two** servings daily from the meat and alternatives group. That's why this group takes up the smallest space on the *Canada's Food Guide to Healthy Eating*.



Some favourite legume dishes are baked beans, chili, and pea soup. Are they your favourites too?

Circle **Yes** or **No**.

Go over each of the food groups and discuss the servings recommended per day. Check the menu plan with the student. First, check if each meal is balanced. Second, add up the servings from each food group. This is a balanced daily menu that includes the recommended amount of servings from each food group. (The two slices of bread in the sandwich counts for two grain products.)

Following is a menu for a day of healthy eating. Check to make sure the meals are balanced and all the servings from each group are included.



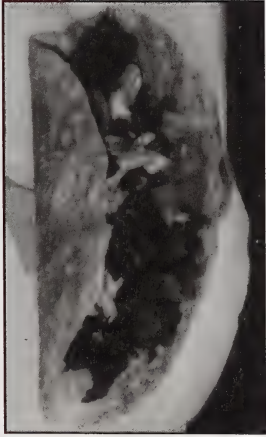
Breakfast

- orange juice
- peanut butter sandwich
- slice of cheese



Morning Snack

- bran muffin



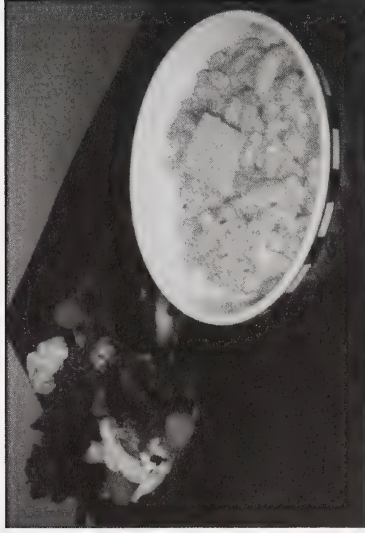
Lunch

- pita bread stuffed with lettuce, tomato, and tuna
- glass of milk



Afternoon Snack

- cut-up carrots and celery



Dinner

- pea soup
- macaroni and cheese
- salad

Can you make your own menu for a day of healthy eating?



Take out a sheet of unlined paper.

Help the student plan a menu for a day that includes all the servings recommended from each food group. Include three meals and two snacks. There may be more than the recommended daily servings in the student's plan.

Refer to the Home Instructor's Guide for information.

On *Canada's Food Guide to Healthy Eating* (Part 2), look at the amount of foods someone your age should eat every day. Write a menu plan for a day. Include three meals (breakfast, lunch, and dinner) and two snacks. Then draw and colour one of the meals or snacks.



You will send your menu plan and the drawing to your teacher on Day 9.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Refer to the Home Instructor's Guide for information.

Looking Back

What was the easiest part about moving like different animals?

What was the hardest part?

Do you like riddles? Why or why not?

Could you think of clues to write your animal riddle?
What did you like best about writing a riddle?

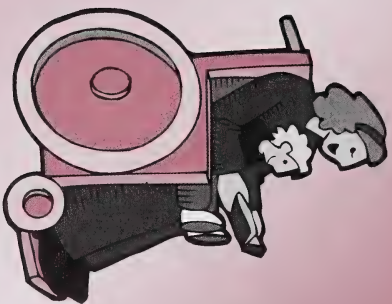
Was it easy or difficult planning a menu for a whole day? Why?

What would you like to tell your teacher about today's activities?

A good way to help the student remember some of the past nine days' activities is to sort through the items being sent to the teacher together. Encourage the student to comment on them.

Encourage the student to select the journal entries for submission from the ones completed throughout Days 1 to 9, and explain why these particular pieces of writing were chosen.

Turn to Assignment Booklet 4A and complete Day 9: Learning Log. Have the student include his or her comments.



Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. For example, you could do one of the following:

- Show how to move like the animals you have been reading about.
- Read "Animal Riddles."
- Ask someone the riddle you wrote this morning.
- Show your menu plan. Talk about the amount of food people need to eat daily from the four food groups.

1.



moose

2.



garter snake

3.



crow

4.



toad

5.



polar bear

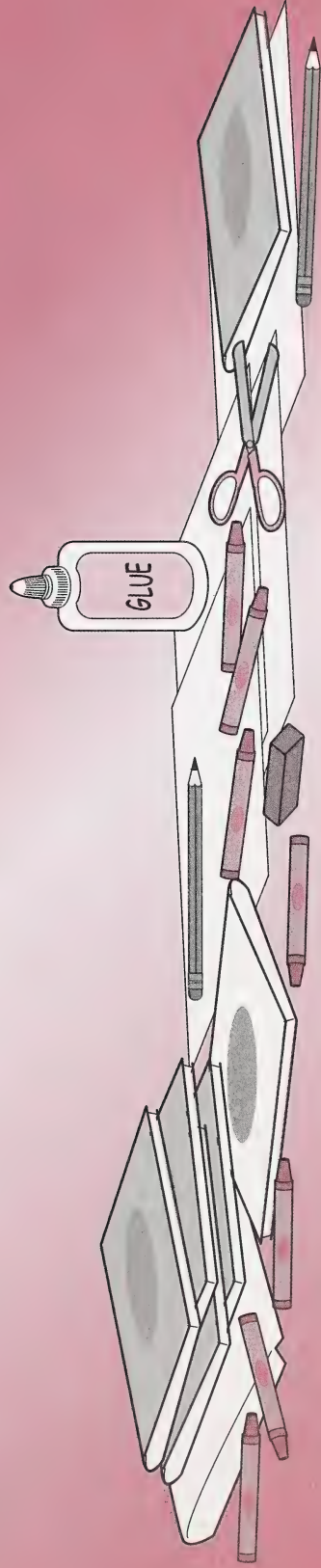
6.



skunk

Appendix

Image Credits Cut-out Learning Aids



Title Page Photo

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Welcome Page

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Page

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday





Health and Welfare
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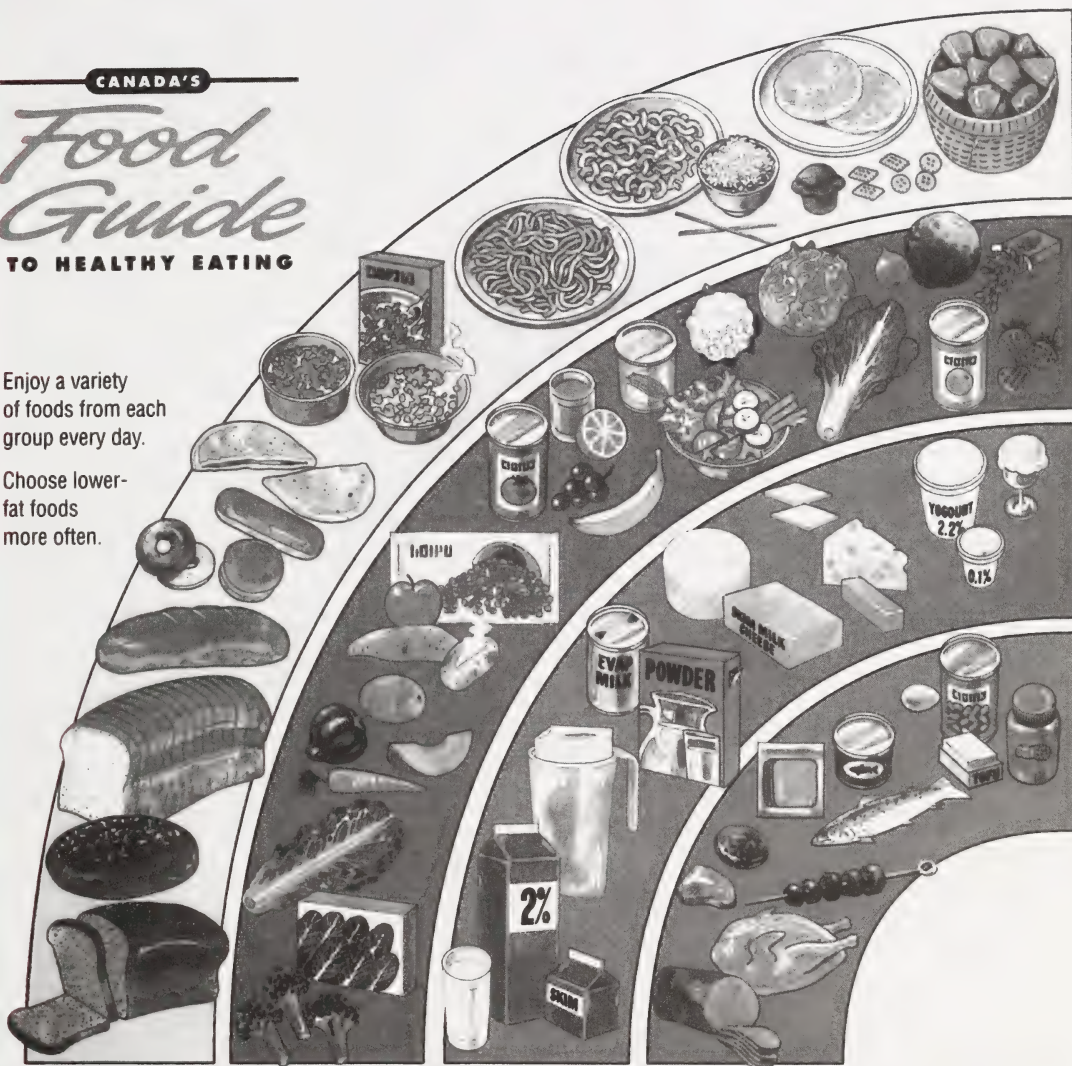
CANADA'S

Food Guide

TO HEALTHY EATING

Enjoy a variety
of foods from each
group every day.

Choose lower-
fat foods
more often.



Grain Products

Choose whole grain
and enriched
products more
often.

Vegetables & Fruit

Choose dark green and
orange vegetables and
orange fruit more often.

Milk Products

Choose lower-fat
milk products more
often.

Meat & Alternatives

Choose leaner meats,
poultry and fish, as well
as dried peas, beans and
lentils more often.

Canada



CANADA'S



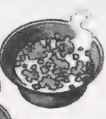
Food Guide



TO HEALTHY EATING





FOR PEOPLE FOUR YEARS AND OVER





Different People Need Different Amounts of Food

The amount of food you need every day from the 4 food groups and other foods depends on your age, body size, activity level, whether you are male or female and if you are pregnant or breast-feeding. That's why the Food Guide gives a lower and higher number of servings for each food group. For example, young children can choose the lower number of servings, while male teenagers can go to the higher number. Most other people can choose servings somewhere in between.

Grain Products	1 Serving		2 Servings	
	5-12 SERVINGS PER DAY	 1 Slice	 Cold Cereal 30 g	 Hot Cereal 175 mL 3/4 cup


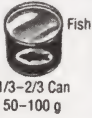


2 Servings	
 Pasta or Rice 250 mL 1 cup	 250 mL 1 cup

1 Serving			
 1 Medium Size Vegetable or Fruit	 Fresh, Frozen or Canned Vegetables or Fruit 125 mL 1/2 cup	 Salad 250 mL 1 cup	 Juice 125 mL 1/2 cup

1 Serving			
 Milk 250 mL 1 cup	 Cheese 3"x1"x1" 50 g	 2 Slices 50 g	 Yogurt 175 g 3/4 cup

Other Foods

Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups. Some of these foods are higher in fat or calories, so use these foods in moderation.

1 Serving			
 Meat, Poultry or Fish 50-100 g	 Fish 1/3-2/3 Can 50-100 g	 Beans 125-250 mL	 Peanut Butter 30 mL, 2 tbsp



Enjoy eating well, being active and feeling good about yourself. That's

VITALIT²

